



Guilford College

**Guilford College Catalog
1998-99**

A GUILFORD COLLEGE PROFILE

THE COLLEGE

- Founded in 1837 by the Religious Society of Friends (Quakers) as New Garden Boarding School. Third oldest coeducational institution in the nation.

THE CURRICULUM

- Four-year liberal arts, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.
- 29 academic majors, plus five cooperative pre-professional programs and eight concentrations

DISTINCTIONS

- Honors program and scholarships.
- Member of area college/university consortium, allowing students to take courses at seven other campuses without additional charge.
- Semester or year programs available in Africa, China, England, France, Italy, Germany, Japan, Mexico, Washington, DC, or alternate summers in the American West.
- Three cooperative programs with various universities and one medical school.
- Internship program offering practical experience in businesses, industries, and nonprofit agencies.

THE STUDENTS

- 1,100 undergraduates; Male 47%, Female 53%.
- 10% are Quaker students.
- 72% come from outside North Carolina.
- Representing 39 states and 23 other nations.
- 350 additional part- and full-time continuing education students.

THE FACULTY

- 88 full-time faculty members; 86 percent with terminal degrees.
- Student/Faculty ratio of 14 to 1.

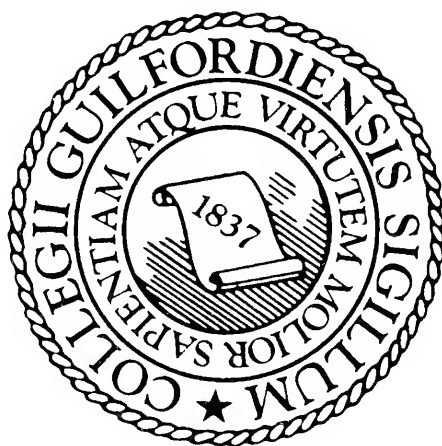
DEGREES GRANTED

- A.B., B.S., B.F.A.
- Bachelor of Administrative Science (B.A.S.) degree also offered in accounting, justice and policy studies, and management through the Center for Continuing Education.
- Certificate of study offered in most departments.

SPECIAL FACILITIES

- Library: more than 225,000 books, periodicals, nonprint media; almost 700,000 available through Consortium libraries' electronic data base (2,000,000 available through area colleges and universities).
- Physical Education Center: 64,000 square feet: including an indoor swimming pool, weight room, basketball, racquetball, and handball courts.
- Studios, gallery space, outdoor kiln.

Profile continued on inside back cover



Guilford College Catalog 1998-99

Nondiscriminatory Policy

In its active commitment to building a diverse community, Guilford College rejects discrimination on the basis of race, creed, color, religion, national or ethnic origin, gender, sexual orientation, age or disability in admission, employment, or access to programs and activities. The college also seeks to avoid discrimination in the administration of educational programs, admission policies, financial aid, or any other college program or activity.



Guilford College

Two years ago I came to Guilford College to serve as President. For twelve years I had taught as a professor of international relations at Dartmouth College in Hanover, New Hampshire and for thirteen years I had served as headmaster at the national boarding high school of Phillips Academy at Andover, Massachusetts.

I chose to come to Guilford because I believe the Guilford community offers a unique college education in which professors and students work together to develop personal values and to practice intellectual skills. The Guilford education prepares students to succeed in their chosen field and to make a difference in our society. I wanted to be part of this community and to contribute to developing the Guilford educational program for the future.

At Guilford I found a wonderful combination of professors who are committed to excellence in teaching as their number one priority and Quaker values which encourage respect for each individual student within the community. The faculty bring their scholarship and their teaching skills to each encounter with students from the first discussion in the introductory course to joint research projects in the advanced seminars. Students and faculty plan together the student's intellectual journey.

Guilford College draws upon a remarkable Quaker heritage which stretches back to 1837 when the college was founded by the Religious Society of Friends (Quakers). As a new member of the community, I cherish our Quaker practices such as using first names among students, faculty, and staff to signify the egalitarian nature of our seeking truth together, and beginning meetings with a period of silence when people center on the purpose of the meeting and seek divine guidance for the deliberations. I believe the commitment to teaching and the Quaker traditions prepare Guilford students to be agents of change in producing just and peaceful communities.

Exciting changes are underway at Guilford today. The faculty has just adopted a new curriculum which expands the interdisciplinary approach to studies. New opportunities are being developed for international study semesters, internships related to academic studies, and community service projects. An investment of \$4 million in our information technology program last year has introduced new tools for learning. Construction is underway on the Frank Family Science Center, which will provide innovative laboratories for student-faculty research. I am pleased to be leading Guilford at this important time in the college's history.

As I have come to know Guilford, I have found the community an excellent environment for learning. I hope you too will find Guilford College the right community for your intellectual growth and personal development.

A handwritten signature in dark ink, reading "Donald W. McNemar". The script is fluid and cursive, with a prominent initial "D".

Donald W. McNemar
President



Statement of Purpose

adopted by the Guilford College Faculty
and Board of Trustees, 1985

Guilford College is an educational community which strives to integrate personal, intellectual, physical, and spiritual growth through participation in several rich traditions. These traditions include liberal arts education which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; career development and community service which provide students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and Quakerism which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker heritage stresses spiritual receptivity, candor, integrity, compassion, tolerance, simplicity, equality, and strong concern for social justice and world peace. Growing out of this heritage the college emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close individual relationships between students and faculty in the pursuit of knowledge, governance by consensus, and a commitment to lifelong learning.

Guilford College expects each student to develop a broad understanding of our intellectual and social heritage, and at the same time to develop a special competence in one or more disciplines. Flexibility in the curriculum encourages each student to pursue a program of studies suited to personal needs, skills, and aspirations.

While accepting many traditional educational goals and methods, the college also promotes innovative approaches to teaching and learning. Both students and faculty are encouraged to pursue high levels of scholarly research and creativity in all academic disciplines. Guilford particularly seeks to explore interdisciplinary and intercultural perspectives and to develop a capacity to reason effectively, to look beneath the surface of issues, to understand the presuppositions and implications of ideas, and to draw conclusions incisively, critically, and with fairness to other points of view.

The college desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution—a diversity of older and younger perspectives, a diversity of racial and cultural backgrounds, a diversity of beliefs and value orientations. Through experiencing such differing points of view, we seek to free ourselves from bias.

As a community, Guilford strives to address questions of moral responsibility, to explore issues which are deeply felt but difficult to articulate, and to support modes of personal fulfillment. The college seeks to cultivate respect for all individuals in an environment where considered convictions, purposes, and aspirations can be carried forward.

BUILDING LISTINGS • CLASSROOMS & OFFICES:

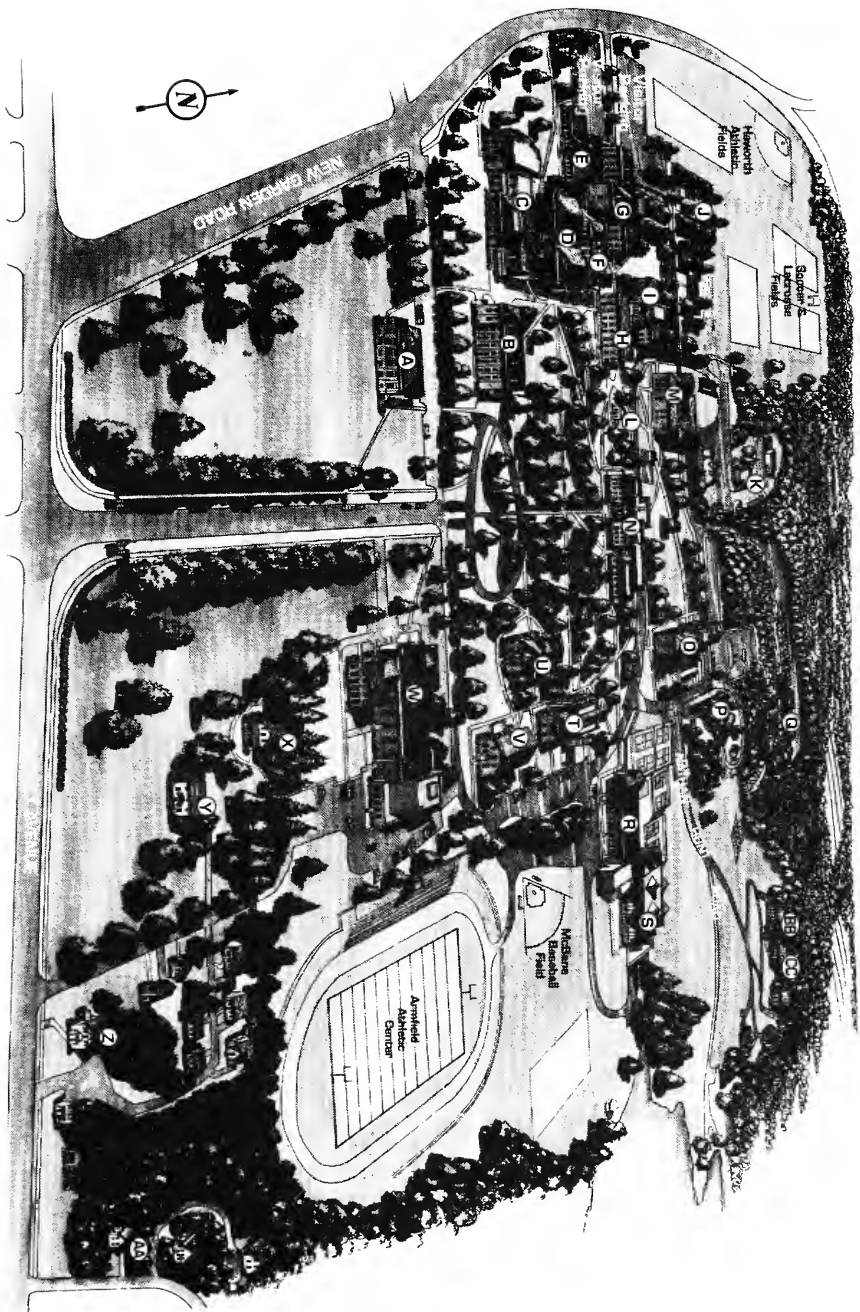
- (A) New Games Hall
 - Offices of Admission; Student Financial Assistance; Registrar; Career Development; and Human Resources.
- (B) Dave McNamee Hall
 - Management, Mathematics and Foreign Languages Classrooms.
- (C) Hear Library
 - Art Gallery; Academic Skills Center; Friends Center/Friends Historical Collection; and President's Office.
- (D) Kew Hall
 - Science Classrooms.
- (E) Hearmons Hall
 - Offices of Center for Continuing Education and Institutional Advancement
- (F) BUCHAN TELECOMMUNICATIONS CENTER
 - Offices of Information & Technology Services; Campus Security & Safety; Education Studies; Political Science; and Accounting.
- (G) PHYSICAL PLANT & RECREATION
- (H) The Hut
 - Office of Campus Ministry.
- (I) FARMERS HALL
 - Offices of Student Life; Academic Dean; Provost; Student Activities & Events Planning; Internships; Campus Information; Health Center; Bookstore; Cafeteria; Sternberger Auditorium; WOPS-FM; Student Publications; and Theatre Studies.
- (J) RESOURCE HOUSE
 - President's Home.
- (K) ALUMNI GYM
 - Sports Studies and Justice & Policy Studies.
- (L) Regan-Brown Field House
 - Art Studio and classrooms and Offices of the Art Department.
- (M) ANNUAL HALL
 - Department Offices of Economics; English; History; Philosophy; Political Science; and Sociology/Anthropology.
- (N) DANA AUDITORIUM
 - Classrooms for Music, Philosophy and Religious Studies.
- (O) WORTH HOUSE II
 - Study Abroad Programs
- (P) WORTH HOUSE I
 - Interlink.
- (Q) MURRAY GRIFF HOUSE

BUILDING LISTINGS • STUDENT HOUSING

- RESIDENCE HALLS
 - (1) Mary Hobbs Hall
 - (2) Stone Hall
 - (3) English Hall
 - (4) Buford Hall
 - (5) Bryan Hall
 - (6) Milner Hall
- (7) Residential Life Office
- (8) Student Apartments
- SPECIAL INTEREST HOUSING FOR STUDENTS
 - (9) Dana Houses
 - (10) Pope House
 - (11) Hildebrand House
 - (12) The Pines

DEPARTMENTS & OFFICES BY BUILDING

Academic Dean's Office	Founders Hall	Sternberger Auditorium	Founders Hall
Academic Skills Center	Hegge Library	Student Activities & Events Planning Office	Founders Hall
Accounting	Bauman Telecommunications Center	Student Financial Assistance Office	New Garden Hall
Admission Office	New Garden Hall	Student Life Office	Founders Hall
Art	Hegge-Cox Hall	Theatre Studies	Founders Hall
Art gallery	Hegge Library	WOPS-FM Radio (90.3 FM)	Founders Hall
Athletics	Alumni Gym	YMCA	Regan-Brown Field House
Biology	King Hall		
Bookstore	Founders Hall		
Business Office	New Garden Hall		
Campus Ministry	The Hut		
Career Development Center	New Garden Hall		
Center for Continuing Education	Hendricks Hall		
Chemistry	King Hall		
Dining Hall	Founders Hall		
Economics	Archdale Hall		
Education Studies	Bauman Telecommunications Center		
English	Archdale Hall		
Foreign Languages	Duke Memorial Hall		
Friends Center/Historical Collection	Hegge Library		
Geology	King Hall		
Health & Counseling Center	Founders Hall		
History	Archdale Hall		
Human Resources Office	New Garden Hall		
Information & Technology Services Office	Bauman Telecommunications Center		
Institutional Advancement Office	Hendricks Hall		
Justice & Policy Studies	Alumni Gym		
Management	Duke Memorial Hall		
Mathematics	Duke Memorial Hall		
Music	Duke Memorial Hall		
Philosophy	Dana Auditorium		
Physics	Archdale Hall		
Political Science	King Hall		
President's Office	Hegge Library		
Psychology	King Hall		
Registrar's Office	New Garden Hall		
Residential Life Office	Milner Hall		
Religious Studies	Dana Auditorium		
Security & Safety Office	Bauman Telecommunications Center		
Sociology/Anthropology	Archdale Hall		
Sport Studies	Alumni Gym		



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The Guilford College Catalog contains information about the educational climate, the academic programs, and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff. The college reserves the right to change any provision, offering, fee, or requirement at any time to carry out its objectives and purposes.

I. INTRODUCTION TO THE COLLEGE

Mission

Guilford College draws on Quaker and liberal arts traditions to prepare men and women for a lifetime of learning, work, and constructive action dedicated to the betterment of the world.

Toward that end the college provides:

- student-centered instruction that nurtures each individual amid an intentionally diverse community
- a values-rich education that explores the ethical dimension of knowledge and promotes honesty, compassion, integrity, courage, and respect for the individual
- a challenging academic program that fosters critical and creative thinking through the development of essential skills: analysis, inquiry, communication, consensus-building, problem-solving, and leadership
- a global perspective that values people of other cultures and the natural environment in which we all live
- access to work and service opportunities that forge a connection between thought and action.

Guilford seeks above all to create a special kind of learning community. We are not perfect at this, however. Our goal of creating independent thinkers and change agents necessarily pulls against the needs of community, and our great diversity of backgrounds sometimes works against our professed acceptance of and equal respect for all individuals. We are as a community at best in a perpetual state of becoming.

Nevertheless, in writing about Guilford in *Colleges that Change Lives*, Loren Pope describes how there is "a special sense of family here." He notes of the college that "it truly is a friendly place," while also being "a stimulating place where the teachers care, where they expect a lot, and where they provide the encouragement as well as the challenge to get young people to do things they had no idea they could do."

Guilford, he concludes, is "a fine example of a college family that is doubling talents."

Our goal is to continue to work toward being that community: a learning community defined somewhat paradoxically by both challenge and nurture, a community which produces compassionate graduates who are independent thinkers, risk-takers, and change agents possessing a strong moral compass.

Campus

Guilford students live and attend classes on a wooded, 300-acre campus in northwest Greensboro, North Carolina. Most college buildings show a Georgian influence. The campus includes a forest, exercise and nature trails, and a small lake. These contribute to the college's quiet, serene, and friendly atmosphere.

The Student Body

Guilford College students come from all across the United States and 23 other nations.

About 1,100 students are traditional-age undergraduates, with another 350 enrolled in degree programs part-time or full-time through the Center for Continuing Education.

About 47 percent of the residential student body is male; 53 percent, female. In general, residential students are between 18 and 22 years old, attend college full-time and live in college residence halls. About one-third come from independent secondary schools and the rest from public high schools. All major religious denominations are represented.

Students enrolled through the Center for Continuing Education are 23 years of age or older. Many enter after having been out of school for several years and carry full-time employment responsibilities. About half of these students study part-time to complete their degrees or to increase their professional competence. Some already have bachelor's degrees and are broadening their skills or working in areas of special interest for certificates of study. Most continuing education students commute to campus and may attend classes during day or evening hours (see Section VIII).

Guilford College recognizes the special abilities of college students with physical impairments and learning differences. Through the

INTRODUCTION TO THE COLLEGE

Academic Dean's Office, the college endeavors to serve the individual learning needs of any such student upon request. The request should be supported by appropriate medical documentation. The plan for these students may adjust the normal instructional process with untimed exams or innovative approaches to assignments. The Academic Skills Center coordinates and refers resources for these students. Guilford's normal nondiscriminatory admission policy governs the admission of these students. The standard policies on academic standing and the prescribed graduation requirements also apply.

The Faculty

Guilford College attracts teachers of outstanding ability, creativity, and enthusiasm. The faculty consists of 88 full-time members supplemented by a number of qualified part-time instructors.

The Guilford faculty has excellent professional credentials. Approximately 86 percent have received doctoral or equivalent terminal degrees from leading universities in the United States and several other countries.

With an average of 14 students for each instructor, students can consult with their teachers about their studies and careers. Students and faculty interact on a first-name basis and friendships between them are common. They often share professional and avocational interests inside and outside the classroom and join together in campus and community activities.

The faculty's primary commitment is to undergraduate teaching. They see learning as a common venture with students into life's key questions.

Quaker Heritage

In 1837, Guilford College opened its doors as New Garden Boarding School founded by the Religious Society of Friends, known as Quakers.

In 1888 the academic program was greatly expanded and the school renamed Guilford College. Today, Quakers make up about ten percent of Guilford's student body and approximately 18 percent of the faculty and administrative staff. The college continues to appreciate and honor its Quaker heritage as the foundation for its character, distinctiveness, and quality.

Quakerism has traditionally represented a mode of life rooted in simplicity, one which highly regards the individual, peace, and social concern. It also has been a mode of inquiry, a search for truth by the individual sustained by the whole community of seekers.

These characteristics have nourished the college from its beginnings. Guilford's original purpose was to train responsible and enlightened leaders, both women and men. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth.

The Friends' tradition harmonizes well with the college's atmosphere of free inquiry. Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility, and an atmosphere of commitment to ethical values and human beings. The combination of these qualities contributes to Guilford's character.

Through the years Guilford has remained true to the vision of its Quaker founders. It has continually sought new methods of challenging students, bringing them into contact with vital ideas and experiences, and helping them to arrive at their fullest potential as individuals and as members of society.

• **Friends Center at Guilford College.** The Friends Center at Guilford College was established by the Board of Trustees in 1982 to strengthen the bonds of the college with the Religious Society of Friends. The center provides opportunities for education and information about Quakerism, in addition to serving as a Quaker resource center for the southeastern United States. Friends Center sponsors the Guilford College campus ministry program and the Quaker Leadership Scholars Program.

An advisory committee, composed of representatives from the college and two North Carolina Yearly Meetings, works with the center's staff to develop Quaker studies programs on and off campus. The center also brings nationally and internationally known Friends to campus through Distinguished Quaker Visitor programs. Friends Center programs are supported by the generous contributions of members of the two North Carolina Yearly Meetings of Friends, by

those of other concerned Quakers, and by the college.

- **Campus Ministry.** Consistent with the college's Quaker heritage, the Campus Ministry Office works to facilitate campus religious organizations of all faiths, provide assistance for emerging groups, encourage dialogue among different religious groups, and aid community members in the process of spiritual discernment. Ongoing programs include small-group "seekers sessions," daily and weekly worship opportunities, fall and spring break work trips, teas, forums, and the annual Religious Emphasis Week.

- **The Quaker Leadership Scholars Program.** The Quaker Leadership Scholars Program (QLSP) enables members of the Religious Society of Friends to combine their academic pursuits at Guilford College with community activities in a way that strengthens their involvement with Friends. Participants commit to a four-year program involving mentoring, small-group discussions, spiritual direction, leadership development, Quaker studies, and internships. Financial assistance for college costs and participation in a wide variety of Quaker activities is provided. QLSP is a cooperative program of Friends Center, the Student Financial Assistance and Planning Office, and the Admission Office.

For more information, see page 118.

THE GUILFORD COLLEGE COMMUNITY

History

The land, described as "this majestic wilderness," was settled in the 1750s by Quakers who named it New Garden. John Woolman, the Quaker missionary who visited the settlers shortly thereafter, called them "planters of truth in the province."

During the American Revolution this peaceful scene was disturbed by the decisive Battle of Guilford Courthouse, four miles to the north. Quakers cared for the wounded of both sides and buried the dead in New Garden Meeting's cemetery. Today one can see a marker to the un-

known British soldiers interred there, as well as visit the battlefield, now a national military park.

By the 1830s the majority of Quakers in North Carolina lived in and around Guilford County. They decided to establish a school on a coeducational basis which was chartered in 1834 and opened in 1837 as New Garden Boarding School. The campus later became a station on the Underground Railroad as well as a center of resistance to Confederate conscription and requisitioning efforts. The school never closed during the Civil War, and during Reconstruction, with support from Friends in the North and Great Britain, soon recouped its strength.

This led to the development of Guilford College, the fourth oldest degree-granting institution in North Carolina. The college remained largely isolated until the 1920s, when the old trail to Greensboro became The Friendly Road, now Friendly Avenue. The street name still symbolizes the long-standing friendship between town and gown. Today the campus is an area of greenery, quiet, and scholarship within the city limits of Greensboro. It is one of the very few college campuses in the nation listed by the United States Department of the Interior as a National Historic District.

The City and Its Educational Environment

Guilford College is located in northwest Greensboro, third largest city in North Carolina. The city's population is approximately 240,000, with approximately 1.1 million people living in the metropolitan area.

Within a 25-mile radius, there are seven other colleges and universities at which Guilford students may take courses: Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. Lectures, concerts, symposia, and films offered by these institutions are usually open to Guilford students.

Eastern Music Festival, in residence on the Guilford College campus, provides an exceptional summer concert series with presentations on campus by professional as well as student musicians.

THE ACADEMIC PROGRAM: AN OVERVIEW

Close to Guilford are New Garden Friends Meeting, Friendship Friends Meeting, and Friends Homes (a retirement community which provides highly skilled volunteers in several areas of college life as well as internships and employment for Guilford students). North Carolina Yearly Meeting offices are nearby and serve the college community in various capacities.

Also in close proximity to the college is New Garden Friends School, which rounds out the multigenerational community surrounding Guilford and provides additional internship and research possibilities.

The Climate

The local climate is mild and generally pleasant, making it possible to engage in outdoor sports during every month of the year. Winters are sunny, and although there may be some snowfall, extremely cold weather is rare. Spring comes early, with flowering trees and shrubs from early March through June. Autumn is especially congenial.

Accessibility

Guilford College is easily reached from the Piedmont Triad International Airport, three miles west; from Interstate 40, two miles south; or from Interstate 85, eight miles southeast. A nearby Amtrak station affords daily access to major cities throughout the Southeast.

The college is within a half day's drive of both the seacoast and the Great Smoky mountains.

II. THE ACADEMIC PROGRAM: AN OVERVIEW

INTRODUCTION

Guilford College stresses breadth and rigor in its academic program. As a Quaker college, Guilford offers an educational experience which emphasizes the study of human values and the interrelatedness of the world's knowledge and cultures.

Governing all courses and other educational experiences are the five academic principles approved by the faculty in 1995:

- Innovative, student-centered learning
- Challenge to engage in creative and critical thinking
- Cultural and global perspectives
- Values and the ethical dimension of knowledge
- Focus on practical application: vocation and service to the larger community

The curriculum prescribes for all students a basic framework from which they choose courses. This framework consists of a set of general education requirements and 29 major fields in which students can pursue studies in depth.

Guilford also supports students in creating individualized programs and in selecting studies which will best contribute to their own development and interests. Faculty advisers readily assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences: courses combining lectures with discussion or laboratory; seminars demanding more direct participation by the student; and opportunities for independent study.

The college encourages off-campus learning and foreign study, and advisers help students design internships in the community as a way of relating work experiences

A TALE OF TWO CURRICULA

In spring of 1998 the Guilford faculty approved a forward-looking new curriculum, the first such major revision in 30 years.

The 1998-99 year will be a transition year as the faculty prepare the new curriculum for full implementation in 1999-2000. During the transition year, the college will continue to offer the current curriculum while phasing in the new one. Although the new curriculum will not be fully up and running until the following academic year, students will be able to switch to it immediately. The new curriculum's first-year courses will be offered, and many sophomore, junior, and senior courses that count toward the current set of requirements will also count toward the new.

Students already attending Guilford can choose either to close out their Guilford careers with the current set of requirements or to switch to the new set. Incoming students, will have that choice, too, although it is assumed that they will want to select the new curriculum given its greater timeliness, coherence, and flexibility. Students will not have the option of combining elements of the two curricula: they will have to choose one program or the other.

In the following pages appear (1) a description of the current curriculum, (2) a description of the new curriculum, and (3) a template which shows how courses taken in the current curriculum translate into the new curriculum. This template has two main purposes: first, to show current students who are switching from the current curriculum to the new curriculum how courses they have already taken will apply to their new set of requirements; and second, to show incoming students how courses they take during the transition year count toward the new curriculum.

THE CURRENT CURRICULUM

The current curriculum consists of four categories of courses: required liberal arts courses (also called "core courses"); courses for the major; courses for the minor, related field or concentrations; and electives.

Each student normally completes 15 required core courses, eight courses for the major, and four for the minor. In certain cases a course for the major or minor may also fulfill a core course requirement. The remaining courses are electives.

A. Required Liberal Arts Courses

Core course requirements are divided into three categories: General Requirements, Area Requirements, and Distribution Requirements.

Each student's registration folder contains a checklist of core course requirements. When the student registers, she/he may use the checklist, in consultation with an adviser, to help select courses.

Those students who expect to study abroad or who plan to spend a semester off campus in an internship program should look ahead carefully in planning to fulfill core requirements.

1. General Courses Required for Graduation

All Guilford College students seeking the

bachelor's degree must take First Year Seminar 101, Interdisciplinary Studies 401, and English 150 and 151.

First Year Seminars. First Year Seminar (FYS 101) introduces students to liberal arts education during their first year. Transfer students above the first-year level are excused from the FYS 101 course. Students enrolled through the Center for Continuing Education may substitute General Studies 101 (Adults in Transition) for FYS 101. Note: As of fall, 1998, the FYS program will be renamed FYE (First Year Experience). Most of FYS's emphases will be continued in the new program. See page 17.

The First Year Seminar/Experience is taught in small discussion groups by professors from various departments whose course design reflects their own academic interests and multidisciplinary orientations. Students enrolling for the fall semester select from among about 20 different seminars; one of these may also be offered second semester if needed. The First Year Seminar curriculum normally includes readings of fiction and nonfiction, along with class discussion, off-campus visits, presentations by community speakers, and group projects. The courses require the students to respond personally to the syllabus in a variety of forms, such as journal writing, analytical essays, classroom presentations, and artistic practice.

Interdisciplinary Studies. Interdisciplinary Studies 401 is designed to demonstrate the interrelatedness of knowledge. The course, taken during either of the final two semesters at Guilford, allows students to draw upon the knowledge and skills gained from previous college work and explore issues which cross traditional disciplinary lines. Courses vary from semester to semester and sometimes involve team-teaching by professors from different disciplines. Courses have included African American Literature, Comparative Sport, Ethical Issues in Medicine, International Management, Life in the Middle Ages, Religion and Literature in Japan, and Women and Images.

English. First-year students take as their requirement in English two courses conceived as an organic unity, English 150-151 (Composition and Literature I and II). Students needing more intensive work on their writing skills (as determined by verbal SAT/ACT and/or a placement essay) will enroll in English 110 (Fundamentals of College Writing) their first semester and then move on to English 150 second semester, and

THE ACADEMIC PROGRAM: AN OVERVIEW

English 151 the first semester of the sophomore year.

The aim of the required composition and literature courses is to nurture faculties of mind central to development in the liberal arts. The department's goals require that students become capable of presenting an argument which defends a clear thesis of their own devising. They must present appropriate evidence in a logical structure of clearly connected paragraphs. In addition, they should be able to read major works of literature with an awareness of human questions and moral issues and with a sensitivity to symbol and metaphor. The fundamentals of usage which are taught in detail in English 110 are reviewed, when necessary, in English 150-151.

All students whose native language is not English take language proficiency examinations administered by INTERLINK. If their scores indicate that they will have difficulty in college reading or writing, they may be required to take course work at INTERLINK besides English 110 (Fundamentals of College Writing). These courses should be taken sequentially.

Students wishing to hone their writing skills after first-year English are encouraged to take one of the English Department's advanced courses or one or more of the "W" (writing-intensive) courses offered throughout the curriculum. A "W" course is a course in the disciplines which, besides emphasizing standard subject matter, also incorporates writing as an explicit focus of instruction. The "W" course includes the following features: the use of a writing text in addition to the regular course texts; both formal and informal writing; a drafting process for course papers; and comments by the instructor or peer editors on preliminary drafts.

2. Courses for Area Requirements

In order to enrich students' education, Guilford College requires one course in intercultural studies and foreign language study through the 102 or 110 level. Students may choose the intercultural studies course best suited to their interests from the group of approved classes. Study in a broad range of foreign languages is possible.

Intercultural Studies. Each student is required to take one course in intercultural studies. These courses encourage students to explore the cultures of Africa, Asia, Latin America, and the Middle East. Intercultural courses examine the traditions, modes of expression, social structures, and economic systems found in soci-

eties other than the European-American. Normally, intercultural courses are open only to upper-class students, although first-year students may enroll with the consent of the instructor. Seniors are advised to take upper division (300-400 level) courses.

Intercultural studies courses may be taken in the student's major field but do not count for both the major and the intercultural requirement.

Foreign Languages. The focus of the language program is on language and culture as a key to international and intercultural understanding. The Foreign Languages Department emphasizes active communication and stresses listening and speaking skills at the introductory levels. Courses are offered in French, German, Japanese, and Spanish. The foreign language requirement may be fulfilled by completing a 102 course. If you are a sophomore, junior, or senior under the current curriculum, you will have needed to take a placement test in the language you have already studied. If you have not taken this test you will need to contact Sylvia Trelles. Scores on this test indicate placement in either 101, or 102 for French, German, Japanese, or Spanish, or exemption from further language study.

Students placing into 101 must take both 101 and 102. Candidates for the Bachelor of Administrative Science in accounting, justice and policy studies, or management are not required to take a foreign language. Please note: the B.A.S. degree is limited to continuing education students.

In order for the foreign language requirement to be waived, a Guilford student must qualify according to the North Carolina definition of a learning disability. If the foreign language waiver is granted, the student must substitute two courses with an international emphasis (this requirement will shift to one course in the new curriculum).

Foreign students whose native language is not English will be exempted from the foreign language requirement. No credit will be awarded for their native language unless they wish to enroll in an advanced level course.

3. Courses for Distribution Requirements

Guilford College requires of its graduates an acquaintance with the broad divisions of knowledge recognized as integral to the liberal arts: one course in history; one course in the creative arts; and two courses in each of three areas—the humanities, science/math-

ematics, and the social sciences. A wide selection of courses is available. Please note: Not every course listed in departmental offerings satisfies the distribution requirements.

History. The one course in history provides a broad historical context for other studies in the liberal arts.

Creative Arts. This one course may be in art, comparative arts, creative writing, music or drama.

Humanities. The student selects two courses, each in a different area, from philosophy, religious studies or literature. Literature courses include English literature, literature in a foreign language, or literature in translation, including classical.

Science/Mathematics. There are two courses required: one laboratory science course; and either a second science course, with or without a laboratory, or a designated mathematics course. Bachelor of Administrative Science degree candidates may satisfy the science requirement with any two science or mathematics courses.

Social Sciences. The student chooses two courses, each in a different department, from economics, education studies, justice and policy studies, management, political science, psychology or sociology/anthropology.

B. The Major Field

In addition to completing the general, area, and distribution courses required by Guilford College, each student selects, in consultation with the adviser, a major field of specialization, and a minor of four related courses. It is expected that students will declare a major no later than the end of their sophomore year. Exceptions must be discussed with and approved by the Associate Dean for Academic Advising.

Guilford offers majors in 29 academic disciplines. Students may also pursue options outlined below, including double majors, joint majors, or interdisciplinary majors. All courses required for the major must be passed with a C- or better.

See also the table of Degrees/Majors Offered, page 16.

Departmental Majors

A student selecting a departmental major completes at least eight courses (32 credits) in that field as specified by the department. Majors in some specialized fields (such as art, English, education studies, management, music, and theatre studies) require more than the minimum eight courses.

Degree programs in accounting, justice and policy studies, management, and psychology may be completed through either daytime or evening classes.

Double Majors

A double major is a major in two different departments or curricular areas. A student who, with the consent of an adviser, desires to complete a double major will complete all requirements for each of the two majors. No minor field is required. If the majors offer different degrees (B.A.S., A.B., B.S., B.E.A.), only one degree may be received. Both majors will be listed on the student's permanent record. If a student returns to Guilford College following graduation to complete a second major, the designation of the original major will not be changed, but a notation will be made that the requirements for the second major have been met.

Joint Majors

A student may choose to petition for a joint major in two departments, involving a waiver of the 32-credit requirement for a major, subject to the following limitations:

- the total number of credits earned for the combination of the two majors cannot be fewer than 56 and for either one of the majors cannot be fewer than 24;
- both departments involved in the joint major must approve of the joint major; and either department may prescribe any or all courses which must be completed satisfactorily; and
- the Associate Academic Dean must approve the joint major.

Any student designing a joint major with fewer than 32 credits in one or both of the majors should submit a petition to each of the departments involved at least a semester in advance of the intended graduation date. After both departments approve the petition, listing any prescribed courses, the student then takes the petition to the Associate Academic Dean for final approval.

DEGREES / MAJORS OFFERED

<u>Majors</u>	<u>Degrees</u>		
Accounting**		B.S.	B.A.S.
Art	A.B.		B.F.A.
Biology		B.S.	
Chemistry	A.B.	B.S.	
Economics	A.B.		
Education Studies+	A.B.		
English	A.B.		
French	A.B.		
Geology	A.B.	B.S.	
German	A.B.		
German Studies	A.B.		
History	A.B.		
Integrative Studies	A.B.		
International Studies+	A.B.		
Justice & Policy Studies**		B.S.	B.A.S.
Management**		B.S.	B.A.S.
Mathematics	A.B.	B.S.	
Music*	A.B.		
Philosophy	A.B.		
Physical Education		B.S.	
Physics		B.S.	
Political Science	A.B.	B.S.	
Psychology**	A.B.	B.S.	
Religious Studies	A.B.		
Sociology/Anthropology	A.B.	B.S.	
Spanish	A.B.		
Sport Management		B.S.	
Sports Medicine		B.S.	
Theatre Studies	A.B.		
Women's Studies	A.B.		

* Denotes cooperative consortium program (majors offered by consortium colleges in areas other than those in which cooperative programs have been developed are available to Guilford College students only with specific approval of the Guilford College faculty).

** Denotes degree programs which may be completed entirely through either day or evening classes. NOTE: B.A.S. degree available to Continuing Education students only.

+ Requires a double major.

There are normally two types of joint majors.

1. In some cases two closely related departments, such as mathematics and physics, may wish to consider courses within each other's curriculum as being appropriate for both majors. Or a student wishing a major in justice and policy studies and in sociology/anthropology might petition for a joint major utilizing the course in Juvenile Delinquency for both.
2. Students may, with the advice and consent of two departments, wish to focus upon two very different areas during their careers at Guilford, perhaps on one of the traditional arts and sciences and on one of the preprofessional fields. Such a student might petition for a joint major, for example, in art and management.

Interdisciplinary Majors

Guilford College offers three interdisciplinary majors: International Studies, Women's Studies, and Integrative Studies. These majors are intended for mature students whose interests extend outside traditional departmental lines. See Section IV.

C. The Minor, Concentration, or Related Field

In combination with the major course work, a student must select a minimum of four related courses (16 credits) which should add coherence to the student's overall course of study. This is typically accomplished in one of three ways: by selecting a minor field from one other major field; by composing a related field from more than one other major field; or by choosing a concentration from a number of designated interdisciplinary courses. All are designed by an academic department to enrich the student's educational program and to widen opportunities for employment.

Minors and Related Fields

Some departments specify required courses for a minor or related field. In other departments, students and advisers plan a minor or related field along with the major itself, in order to ensure coherence among the courses. Students should start planning no later than the end of the fourth semester of college

study or, for part-time or continuing education students, before completion of 32 credits. Junior transfers should complete this planning on or shortly after entering Guilford. The Bachelor of Administrative Science degree in accounting, management, and justice and policy studies requires six courses in the related field. Students should contact individual departments as minor requirements vary.

Concentrations

Guilford College offers interdisciplinary concentrations in African American Studies, Communications, Computing and Information Technology, Environmental Studies, Intercultural Studies, Medieval Studies, Peace and Conflict Studies, and Women's Studies.

As with minors and related fields, concentrations enhance opportunities for employment and provide coherence to the fulfilling of distribution requirements. New concentrations are proposed when an interest is generated among students and faculty (see Section V for additional information on concentrations).

D. Electives

The number of elective credits required depends upon advanced placement in foreign languages and ability to test out of other required courses, and upon the number of courses in the major and minor fields. Electives may be taken in any department or field to supplement the student's major interests.

THE NEW CURRICULUM

The new curriculum consists of five tiers: Foundations, Explorations, Depth Experience, Concentration, and Capstone.

I. Foundations

These four required skills and perspectives courses provide solid grounding in Guilford's five academic principles. They also provide a platform for subsequent work in each of the College's areas of study.

The First Year Experience. This seminar introduces the Guilford curriculum and engages students in significant interactive and values-based inquiry. With a

THE ACADEMIC PROGRAM: AN OVERVIEW

focus on speaking and listening as well as experiential learning, each FYE course will explore an interdisciplinary content area as well as aid in the academic and social transition to college life with focuses on learning strategies and time management, computing, choice of career and major, use of the library, and the honor code and academic honesty. The instructor for the course will serve as the student's academic adviser until he or she declares a major.

College Reading and Writing: Many Voices. This course will provide a main site for identifying and working on the reading and writing skills which students will need as members of the Guilford community. With the understanding that writing may be in part viewed as a skill, it will also be viewed as an expression of the creative spirit celebrating the power of language. Embracing the value that multicultural issues and perspectives have in our society, the theme of the course will be "Many Voices."

Historical Perspectives. This course will focus on teaching students about historical change and how individuals and groups both initiate change and respond to, for example, social, economic, and political forces. This course, which will be taught by professors from across the college, will serve as a link with College Reading and Writing in a two-semester first-year writing sequence. It will focus on critical writing and will include a research project which will include, among other things, responsible use of the Internet.

Foreign Language. This innovative one-semester course will provide an intensive, interactive experience in learning a foreign language and culture that prepares students to continue to be lifelong learners of languages and cultures. All incoming students will take a language placement exam designed by the foreign languages department; those scoring below the chosen cut-off will take the course.

Note: All incoming students will take a **mathematics placement test** designed and administered by the mathematics department. Those students scoring below the minimum will have the option of retaking the test or taking a two-credit course which will focus on quantitative literacy (e.g., working with numbers; interpreting graphs and tables; working with measurement; understanding surveys and experiments).

II. Explorations

Students will take four specially designated breadth courses in each of the four areas of study outside of that area of study containing his or her major:

- Arts
- Business and Policy Studies
- Humanities
- Natural Sciences and Mathematics
- Social Science

Additionally, each student will complete three critical perspective courses as part of their course work; these three courses can double-count with either the breadth courses, the historical perspectives course, the major and concentration courses, or the capstone course. The three categories are:

A. intercultural, which involves either a course focusing on Africa, Asia, Latin America, or the Middle East, or study abroad in one of those regions

B. social justice/environmental responsibility, which focuses on issues related to race, class, gender, sexual orientation, or the environment

C. cultural diversity, which explores sub-cultures within the United States.

III. Depth Experience

Each Guilford student will complete a major involving at least 25 percent (minimum of eight courses) of her/his Guilford study. The major may be either disciplinary or interdisciplinary. Students also may complete a program, which consists of a major plus a concentration (e.g., biology major + pre-med concentration = pre-med program).

Students may pursue double or joint majors as in the current curriculum (See page 15).

IV. Concentrations

In addition to the major course work, each student will take a focused collection of a minimum of four courses which either provide a second, mini-depth area or pursue study related to the major. Con-

centrations replace the old curriculum's minor and related fields. Students are free to take any concentration as long as it does not have the same name as the major; thus a mathematics major would not be able to use a mathematics concentration to satisfy the concentration requirement. Concentrations may be either disciplinary or interdisciplinary.

V. Capstone

Each student, during his or her final two semesters at Guilford, will take an Interdisciplinary Studies (IDS) 401 course. The course will allow students to draw upon the knowledge and skills gained from previous college work and explore issues which cross traditional disciplinary lines. Cross-disciplinary writing will be a principal focus.

Throughout their four years at Guilford, students will develop skill competencies in the following specific areas:

- Writing
- Oral Communication
- Research
- Information Technology
- Quantitative Reasoning

The platform for these competencies will occur generally in the Foundations courses and then will continue in sequence throughout the student's course of studies. Thus, writing instruction, for example, begins in two required Foundations courses and continues in major-specific writing and research courses and in IDS 401.

The curriculum also will feature a program called Classics across the Curriculum. Each course will include contact with at least one "classic" work which engages students with the field's great thinkers/writers/artists. "Great works" are interpreted broadly to include non-canonical as well as canonical works and also works which are not written texts.

TRANSITION TEMPLATE _____

The chart on page 23 shows the relationship between the current curriculum's set of requirements and that of the new curriculum.

ACCREDITATION AND AFFILIATION _____

Guilford College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. It is also affiliated with the Council on Post-secondary Education.

Guilford is on the list of colleges and universities approved by the American Medical Association, and the teacher education program is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges and Universities; the American Council on Education; the North Carolina Adult Education Association; the National Association of Independent Colleges and Universities; the North Carolina Association of Independent Colleges and Universities; the North Carolina Honors Association; the National Collegiate Honors Council; the Friends Association for Higher Education; The College Board; the Southern University Conference; and the North Carolina Association of Colleges and Universities.

It is ranked as a Baccalaureate I Selective Liberal Arts College by the Carnegie Foundation for the Advancement of Teaching.

III. GRADUATION REQUIREMENTS; DEGREE AND CERTIFICATE PROGRAMS OFFERED

Graduation Requirements

For the baccalaureate degree, students must:

- complete one of the two curricula described in section II.
- earn a minimum of 128 credits (usually 32 courses) with at least a C (2.00) average.

GRADUATION REQUIREMENTS

- enroll at Guilford College for a minimum of two semesters of full-time study.
- complete half their major and minor courses at Guilford or one of the consortium institutions.
- spend their last semester of study at the college.
- file their applications for degree candidacy in the Registrar's Office at least one semester before the anticipated date of graduation.

Students taking academic courses on a pass/fail basis will qualify for graduation if they maintain a C average in their regularly graded courses and pass those graded "P/E".

An alternate route to the four-year degree is the "C credit accumulation plan"—the completion of 128 credits with grades of C or better, with at least 64 credits being earned at Guilford. After petitioning to participate in the "C credit accumulation plan," a student is required to earn a C or higher in each course to remain enrolled. Students who are approved by the Associate Academic Dean to pursue this route to graduation will have all grades recorded on their transcripts, but only courses completed with grades of C or better will count toward graduation, including all area and distribution requirements. A student normally decides to adopt this alternative after a period of academic separation from the college with the understanding that any grade below C will result in removal from the "C credit accumulation plan" and permanent dismissal.

Degrees Offered

Guilford College offers a variety of baccalaureate degrees. The Bachelor of Arts degree may be awarded in any of 22 major fields; the Bachelor of Science, in 14; the Bachelor of Fine Arts, in one. The Bachelor of Administrative Science may be awarded only in three major fields.

See the Table of Degrees/ Majors Offered, page 16.

A student majoring in chemistry or mathematics is awarded a Bachelor of Science degree unless a Bachelor of Arts is requested.

A student majoring in chemistry, geology, mathematics, political science, psychology, or sociology/anthropology may plan a program leading to either a Bachelor of Arts or a Bachelor of Science degree.

An art major may pursue either a Bachelor of Arts or a Bachelor of Fine Arts.

The Bachelor of Administrative Science degree in accounting, justice and policy studies, or management is offered to Center for Continuing Education students only (the Bachelor of Science is available in these three fields for all students).

Cooperative or Dual-Degree Programs

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford, completing an additional one to two years at the cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford College and a more specialized professional certificate or degree from the second school.

Admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the schools sponsoring programs which interest them, and their admission is the prerogative of those schools.

Engineering

A student who seeks to complete an engineering degree may take courses at Guilford in mathematics, physics, and chemistry, as well as from the liberal arts core. If the student maintains a grade point average above 3.00 at the end of the sophomore or junior year, she/he may choose to transfer to an engineering college or to continue and earn a degree at Guilford. Since requirements for this program are very specific, interested students should consult with the adviser of the program, if possible before their first semester. Adviser: Rexford Adelberger, Physics Department

Environmental Management and Forestry

The college offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The program accepts students after three years of undergraduate study or upon completion of the baccalaureate degree.

The major program emphases at Duke's Nicholas School of the Environment are Forest Resource Management, Resource Ecology, Ecotoxicology and Environmental Chemistry, Water and Air Resources, and Resource Economics and Policy. A program in

coastal zone management is under development in cooperation with the Duke Marine Laboratory. Individual plans of study and research are tailored within these concentrations.

With appropriate guidance, highly qualified students can reach a satisfactory level of preparation for graduate work in the School of the Environment after three years of coordinated undergraduate study. The student must fulfill all the general requirements by the end of the junior year at Guilford. At the end of two full-time semesters at Duke, the student will have completed the undergraduate degree requirements, and the B.S. or A.B. degree will be awarded by Guilford College. After four semesters at Duke, in which a minimum of 48 credits is earned, the student may receive one of the professional degrees, the Master of Forestry or Master of Environmental Management, from the School of the Environment.

The cooperative college program does not guarantee admission to Duke. Students who wish to enter the Nicholas School of the Environment, whether after the junior year or completion of the baccalaureate, must submit an application for admission by February 15 preceding the academic year in which they desire to begin study at Duke.

An undergraduate major in one of the natural or social sciences, engineering, business, natural resources, or environmental science is good preparation for study at Duke, but applications with other undergraduate concentrations are considered for admission. All prospective students should have at least one introductory course in ecology, calculus, statistics, and microeconomics, and a working knowledge of microcomputers for word processing and data analysis. Adviser: Lynn Moseley, Biology Department

Physician Assistant

A program with Bowman Gray School of Medicine at Wake Forest University in Winston-Salem, NC, allows a student to complete required courses at Guilford and then, if accepted, to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and specialty areas. Upon successful completion of the program at Bowman Gray, the student receives a baccalaureate degree from Guilford College and a physician assistant certificate from Bowman Gray School of Medicine. Adviser: Charles Smith, Biology Department

Preprofessional Options

Pre-Medicine, Pre-Dentistry

Students interested in careers in medicine, dentistry, podiatry, osteopathy, chiropractic, pharmacy, or optometry receive the prerequisites at Guilford for professional school admission. A health professions adviser provides detailed information on various careers as well as on professional school admission requirements, application procedures, and special programs for minority students. Also available are application materials, financial aid information, and study materials for entrance examinations (such as the Medical College Admission Test and the Dental Admission Test).

The adviser assists the student in planning an individualized program of study which, for most career fields, includes at least one year each of biology, inorganic chemistry, organic chemistry, mathematics, and physics. Pre-medicine and other pre-health students may major in the field of their choice while obtaining specialized courses needed for graduate study. Adviser: Lynn Moseley, Biology Department

Pre-Veterinary Medicine

Students receive solid preparation at Guilford College for admission to a school of veterinary medicine. To complete prerequisites for application, students usually major in biology. Some veterinary schools also require a course in animal science, which Guilford students can take at North Carolina A&T State University through consortium arrangements. Adviser: Lynn Moseley, Biology Department

Pre-Law

Students planning to attend law school are urged to contact one of the pre-law advisers and to participate fully in the activities of the Websterian Pre-Law Society.

There is no prescribed or preferred major for pre-law students; law schools seek students who have demonstrated mastery of their chosen fields of study. Pre-law students are urged, however, to include foreign languages, the basics of accounting, political theory, economics, and advanced expository writing among their undergraduate courses. Many law schools require solid performance on the Law School Admission Test (LSAT) and a 3.00 or higher grade-point average.

GRADUATION REQUIREMENTS

The Webstorian Pre-Law Society provides practice LSATs, regular meetings, and visits to nearby law schools. Internships at local agencies and law firms are coordinated by the pre-law adviser. Advisers: Alexander Stoesen, History Department; Betty Turner, Management Department.

Pre-Ministerial

The Religious Studies Department offers preparation which may lead to a career in the ministry or religious education. A broad range of courses, preparing the student to enter theological school directly upon graduation, includes History of Christianity, Hebrew Bible and New Testament, Contemporary Theol-

ogy, Feminist Theology, Quakerism, Western and Eastern Ethics, and various explorations in modern religious problems. Studies in comparative religions are offered regularly. Adviser: Melvin Keiser, Religious Studies Department

NOTE: As a Quaker college Guilford supports the peace testimony of Friends and does not offer or support courses in military science. Such courses are available on an audit basis at North Carolina Agricultural and Technical State University, also located in Greensboro, for Guilford students who want to enroll through the consortium cross-registration program.

GUILFORD COLLEGE CURRICULUM TRANSITION

CURRENT
REQUIREMENTSNEW
REQUIREMENTSNOTES ON NEW
REQUIREMENTS

FOUNDATIONS: 4 courses

FYS 101--1 course	FYE 101--1 course	
ENG 150--1 course	ENG 150: Many Voices-- 1 course	
ENG 151--1 course -----	Historical Perspectives-- 1 course	Can be satisfied by Historical Perspectives course or ENG 151 plus history course. Can double count with major or concentration.
History--1 course		
Foreign Language 102	Foreign Language 101-- 1 course	
Spanish 112 (CCE Only)	or Spanish 111 (CCE Only)	
N/A	Math Competency	Can be satisfied by test placement or 2-credit quantitative course or any math course.
Non-lab science -- 1 course	N/A	All current math courses will meet new math competency.

EXPLORATIONS: Breadth: 4 courses outside major area

Creative Arts--1 course	Arts -- 1 course	Can double-count with major or concentration.
N/A	Business & Policy Studies -- 1 course	Can double-count with major or concentration. Can be satisfied by some preprofessional existing courses (TBA).
Humanities: 2 courses from different disciplines: Literature or Philosophy or Religion	Humanities -- 1 course	Can double-count with major or concentration.
Lab Science -- 1 course	Natural Science & Mathematics -- 1 course	Can double-count with major or concentration. Can be satisfied by former lab science course.
Social Science -- 2 courses from different departments	Social Science -- 1 course	Can double-count with major or concentration.

EXPLORATIONS: Critical Perspectives

3 requirements which can double-count with Breadth Explorations, Historical Perspectives, the major, the concentration or with IDS.

Intercultural--1 course	Intercultural--1 course	Can double-count with Breadth Explorations, Historical Perspectives, the major, the concentration or with IDS.
N/A	Social Justice/Environmental Responsibility--1 course	Can double-count with Breadth Explorations, Historical Perspectives, the major, the concentration or with IDS.
N/A	Cultural Diversity--1 course	Can double-count with Breadth Explorations, Historical Perspectives, the major, the concentration or with IDS.

CAPSTONE

IDS 401--1 course	IDS--1 course	Can double-count with Critical Perspectives or concentration.
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IV. ACADEMIC DEPARTMENTS AND PROGRAMS

The course is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry four credits (the equivalent of four semester hours). Exceptions include some sport studies courses, off-campus seminars, some independent study projects, internships, and seminars in some departments.

Normally, 100-level courses are introductory courses, 200-level courses are sophomore courses, and 300- and 400-level courses are junior and senior courses. First-year students may not enroll in 300- or 400-level courses unless they demonstrate exceptional maturity or background in the discipline.

Departmental course offerings are listed in this section. The following order is observed: course number, descriptive title, any cross-listing(s) of the course, and credits awarded for the course. Noted at the end of the course description are prerequisites and any general college requirements to which the course applies in the current curriculum. See the transition template on page 23 for information on how the current requirements translate into those of the new curriculum.

ACCOUNTING

*Raymond E. Johnson, Assistant Professor, Chair
William A. Grubbs, Sulton Bibb Stedman Professor
of Accounting*

H. Garland Granger III, Associate Professor

The increasing complexity of business, government, and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation that accounting students receive at Guilford College (the breadth of liberal arts courses as well as the specialization in accounting) is designed to qualify them to cope successfully with today's ever-changing environment. Graduates of the program can seek the challenge of a career in public accounting or respond to the demand for persons in industrial and governmental accounting. Others choose

to use their accounting background as a way of joining the ranks of management in various organizations.

Degrees Offered. A Bachelor of Science degree is offered to all students; the Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. The Bachelor of Science degree program consists of eight major courses and five courses in related fields. The Bachelor of Administrative Science degree program consists of eight major courses and six courses in related fields.

Major Requirements. Required major courses for both degrees are Introduction to Accounting (ACCT 201), Intermediate Accounting I, II, and III (ACCT 301, 302, and 303), and Cost Accounting (ACCT 311), plus three accounting electives at the junior and senior level. Required courses in related fields are Principles of Economics (ECON 221-222), Computers and Management (MGMT 241), and Financial Management I (MGMT 332); in addition, a second junior or senior-level related-field course is needed for the B.A.S. degree. Elementary Statistics (MATH 112) or its equivalent is required for both degrees; this course may be used to satisfy part of the related field as well as part of the science distribution requirement. Careful selection of other courses in the major and in the related field enables students to tailor the program to their individual career objectives.

A minor in accounting consists of four accounting courses. Three of these courses must be taken at the junior or senior level.

C.P.A. Examinations. Students who plan to sit for the Certified Public Accountant examination are advised to examine the requirements of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy current course requirements set by the North Carolina Board of C.P.A. Examiners.

201 Introduction to Accounting. 4. Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis and recording of transactions and the use of financial statements for decision-making. Taught from a user's perspective.

202 Principles of Accounting II. 4. Interpretation and utilization of accounting data for management

ACCOUNTING, ART

decision-making. Emphasis on analysis of financial statements, budgeting, and cost-volume profit relationships. Prerequisite: ACCT 201. Limited to Sport Management majors.

301 Intermediate Accounting I. 4. Theory and application of financial accounting. Emphasis on the accounting cycle, financial statement presentations (the statement of financial position) and the income statement. Present value concepts and current assets are also discussed. Prerequisite: ACCT 201.

302 Intermediate Accounting II. 4. Theory and application of financial accounting. Emphasis on liabilities, intangible assets, operational assets, and corporate equity accounts. Other topics include earnings per share, dilutive securities, and long-term investments. Prerequisite: ACCT 301.

303 Intermediate Accounting III. 4. Theory and application of financial accounting. Emphasis on changes in financial position, pension costs, leases, current-value accounting, revenue recognition, and partnerships. Prerequisite: ACCT 302.

311 Cost Accounting. 4. Development and use of production costs in planning, controlling, and decision-making. Prerequisite: ACCT 201.

321 Taxation of Individuals. 4. Principles of federal income tax laws relating to individuals. Prerequisite: ACCT 201.

322 Taxation of Corporations and Partnerships. 4. Principles of federal tax laws affecting corporations, shareholders, and partnerships. Prerequisite: ACCT 321 recommended.

401 Advanced Accounting. 4. Accounting and reporting for consolidated corporations, partnerships, multinational enterprises, and nonprofit organizations. Prerequisite: ACCT 303.

411 Auditing. 4. The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures, and reports. Prerequisite: ACCT 303.

421 C.P.A. Problems. 4. General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examination in Accounting and Reporting and Financial Accounting and Reporting. Prerequisite: all required courses in accounting and related subjects.

422 C.P.A. Law. 4. General and specialized topics in business law which constitute the subject matter of the C.P.A. examination in that area. Topics include contracts, negotiable instruments, agency, and the accountant's legal liability. Prerequisite: senior standing or consent of the department.

431 Accounting Theory. 4. Theories of valuation, income determination, and financial statement presentations. Emphasis on current accounting issues and the related professional literature. Prerequisite: ACCT 303.

450 Special Topics. 4. May also be offered at 250 level.

460 Independent Study. 1-4. May also be offered at 260 level.

ART

*Roy H. Nydorf, Professor, Chair,
Adele Wayman, H. Curt and Patricia S. Hege
Professor of Art
E. George Lorio, Associate Professor*

The Art Department seeks to develop a studio program of high quality for its majors as well as to develop an awareness and appreciation of art in all students. Art majors may concentrate in one of three areas: painting, printmaking or sculpture. A concentration in ceramics or photography (for an A.B. degree only) may be arranged with the department chairperson, and includes a requirement to take one course in either ceramics or photography with an instructor at another institution.

Degrees Offered. Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art.

Major Requirements. Twelve courses are required for the studio art major seeking an A.B. degree. Four foundation courses are required: Introduction to Visual Arts (ART 100); Design I (ART 102); Design II (Color Design (ART 103) or Three-Dimensional Design (ART 248); and Drawing I (ART 104). In addition, students take three studio art courses and Senior Thesis I (ART 480), in their chosen concentrations; two art history courses; and two studio courses in areas other than their concentration. An exhibition of the senior thesis is required.

Twenty-one courses are required for the B.F.A. degree, which emphasizes a more intense study of studio art. Five foundation courses are required from these offerings: Introduction to Visual Arts (ART 100), Design I and II (ART 102 and 103), Three-Dimensional Design (ART 248), and Drawing I and II (ART 104 and 105). Seven studio courses must be completed in the student's chosen concentration; two of them must be Senior Thesis I and II (ART 480 and 481, an exhibition). Three art history courses also are required. In addition, students take six studio art courses in areas other than their concentrations. This degree cannot be completed in less than four and a half years.

The department is in the process of revising requirements for the A.B. and B.F.A. degrees and having the senior thesis (ART 480) be an honors thesis rather than a requirement for all students.

100 Introduction to Visual Arts. 4. Overview of the principal visual arts, including their aesthetic qualities, structural forms, and historical roles. Fulfills creative arts requirement.

102 Design I. 4. Fundamentals of design in two-dimensional media in black and white. Fulfills creative arts requirement.

103 Design II (Color Design). 4. Continuation of Design I. Emphasis on color. Prerequisite: ART 102.

104 Drawing I. 4. Basic principles of drawing in various media stressing the relationship of observation, materials, and methods to form. Fulfills creative arts requirement.

105 Drawing II. 4. Continuation of Drawing I. Exploration of creative concepts of expression. Prerequisite: ART 104.

200 Painting I. 4. Fundamentals of painting; relationship of materials, techniques, and ideas to visual expression. Oil and/or acrylic media explored. Prerequisite: ART 102 or 104.

201 Painting II. 4. Continuation of Painting I, emphasizing integration of basic pictorial concepts and including the figure in total context. Prerequisite: ART 200.

204 Life Drawing I. 4. Figure drawing; stress on integration of formal, expressive, structural aspects of anatomy. Prerequisite: ART 104.

205 Life Drawing II. 4. Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: ART 204.

221 Woodcut. 4. Printmaking processes of relief printing, including linoleum, wood-block, monotype. Prerequisite: ART 104 or consent of the instructor.

222 Color Printmaking. 4. Color monotype, collagraph, embossing. Prerequisite: ART 221.

223 Etching. 4. Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint, and drypoint. Prerequisite: ART 221.

224 Advanced Printmaking. 4. Advanced color intaglio printmaking with emphasis on the creation of a complex color image. Multi-plate printing, relief stencil, viscosity color techniques introduced and explored. Prerequisite: ART 223.

248 Three-Dimensional Design. 4. Materials, techniques, and concepts of three-dimensional design. Fulfills creative arts requirement.

251 Sculpture I. 4. Introduction of tools and techniques of subtractive sculpture in plaster, wood, and mixed media. Prerequisite: ART 248 or consent of the instructor.

252 Sculpture II. 4. Construction processes in sculpture including wood, found material, metal. Prerequisite: ART 248 or consent of the instructor.

253 Sculpture III. 4. Exploration of media in rela-

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tion to form and personal expression. Prerequisite: ART 252.

270 Art History Survey I. 4. Major stylistic periods of art including prehistoric, ancient, and medieval art. Fulfills creative arts requirement.

271 Art History Survey II. 4. European art from the Renaissance through Impressionism. Fulfills creative arts requirement.

290 Internship. 4. Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews, and final art staff conferences are required.

300 Painting III. 4. Exploration of media in relation to form and personal expression. Individual critiques. Prerequisite: ART 201.

301 Painting IV. 4. Formal and philosophical problems of painting; emphasis on individual direction. Individual and group critiques. Prerequisite: ART 300.

320 Chinese and Japanese Painting. 4. Major artists and cultural characteristics of these two traditions. Fulfills creative arts or intercultural requirement.

330 Photography I. 4. Materials, equipment, and basic techniques in black and white still photography. Design in pictorial format stressed.

331 Photography II. 4. Special techniques in photographic expression; technical and aesthetic possibilities of color; including hand-tinting, toning, and non-silver processes. Prerequisite: ART 330.

340 Ceramics I. 4. Introduction to ceramic processes; hand-building, throwing, sculptural forms, glazing, and firing.

341 Ceramics II. 4. Advanced ceramic techniques; throwing on the wheel, glaze preparation and formulation, kiln operation. Prerequisite: ART 340 or consent of the instructor.

372 Renaissance Art History. 4. Major artists and stylistic trends of 15th- and 16th-century Italian and

Northern Renaissance art. Fulfills creative arts requirement.

373 Modern Art History. 4. Major artists and art movements from 1860 to the present. Fulfills creative arts requirement.

450 Special Topics. 4. May also be offered at 250 level.

477 New York Art Seminar. 1. One-week seminar on the visual arts, stressing dialogue with artists in New York City studios, museums, and galleries. Course planned to acquaint students with the making and promotion of the visual arts.

480-481 Senior Thesis I, II. 4, 4. Students choose the focus of this course. A written statement of aims must be submitted to the department for approval within the first two weeks of the semester. Students are expected to work independently and complete projects which demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews and final art staff critiques required. Prerequisites: advanced standing and consent of department chairperson.

Selected studio art and art history courses are offered during evening as well as daytime hours.

BIOLOGY

Lynn J. Moseley, Professor, Chair
Frank P. Keegan, Professor
Charles G. Smith, Professor
Botanist, Staff

The Biology Department seeks to provide students with a strong foundation in the biological sciences. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses according to their own interests. This flexibility enables students to prepare for graduate school; for medical, dental, and other professional schools; and for careers in many different areas of biology.

Degrees Offered. The Bachelor of Science degree is offered in biology. In addition, a combined degree program with the Bowman Gray School of Medicine

Physician Assistant Program is available. Through an arrangement with Duke University's Nicholas School of the Environment, a degree completion program and a master's degree program in forestry are available

Major Requirements. A major in biology consists of eight four-credit courses, including General Botany (BIOL 115), General Zoology (BIOL 114), and Cell Biology (BIOL 213). Five additional biology courses are chosen by students in consultation with their advisers. Either the sequence Human Anatomy and Physiology I and II (BIOL 341 and 342) or Comparative Vertebrate Anatomy and Animal Physiology (BIOL 351 and 352) may count toward the major, but not both.

Biology majors are required to take one year of mathematics; Calculus I and II (MATH 121 and 122), or Calculus I and Statistics (MATH 121 and 112) are recommended. One year of chemistry and one year of physics, as a cluster of related courses, are also required.

Many biology courses involve field work and off-campus field trips. Expanded study and research opportunities are available at the North Carolina coast, in the mountains, and in adjacent states.

Biology majors are encouraged to pursue independent research projects under the supervision of a biology faculty member. This research can lead to the writing of a thesis during the senior year, Senior Thesis (BIOL 470), or to honors in biology, Departmental Honors (BIOL 490). In addition, there are numerous opportunities for student participation in independent studies and internships.

The Biology Department is planning a significant revision of the major as part of the new curriculum and the completion of the new science building. Anticipated changes include increasing the number of majors that students with an interest in biology can pursue, defining additional concentrations that are biology-based, increasing the options for required related-field courses for biology majors, and participating in the Historical Perspectives and Social Justice/Environmental Responsibility components of the new curriculum. The laboratories and equipment in the new science building will permit us to improve our offerings in all areas of the major, and especially in cell biology, genetics, anatomy, and physiology.

The department is considering the following additional majors: Biology/Premedical, Biology/Predental, Biology/Preveterinary, Biology/Physician

Assistant, Biology/Plant Science, Biology/Molecular-Cell Biology, Biology/Field Biology, Environmental Science or Environmental Studies.

114 General Zoology. 4. Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of evolution, genetics, cell structure, ecology, and ethology. Laboratory includes work with living and preserved animals and emphasizes anatomy, physiology, and taxonomy of representative phyla. Fulfills laboratory science requirement.

115 General Botany. 4. Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology, and evolution. Laboratory study includes experiments and observation of typical species of plants and morphology, anatomy, and taxonomy. Fulfills laboratory science requirement.

209 Human Biology. 4. An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress, and environmental change on human health. Does not count toward the major. Fulfills nonlaboratory science requirement.

210 Plants and Society. 4. Study of the history, geographic distribution, structure, and phylogenetic relationships of plants which are of value to man. This includes plants used for food, flavoring, beverages, drugs, fibers, wood, and other plant products. The practical aspects of the use of plants and plant materials are also included. Does not count toward the major. Fulfills nonlaboratory science requirement.

211 Genetics and Society. 4. Study of genetics and evolution with special emphasis on their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, genetic engineering, and the inheritance of genetic diseases. Does not count toward the major. Fulfills nonlaboratory science requirement.

212 Environmental Science. 4. Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the

ecosphere. Does not count toward the major. Fulfills nonlaboratory science requirement.

213 Cell Biology. 4. A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical components, the organization of macromolecules into cellular organelles and the coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function; DNA, RNA, and protein synthesis. Laboratory techniques such as microscopy, cytochemistry, spectrophotometry, centrifugation, and biochemical analysis are utilized. Prerequisite: CHEM 111.

233 North Carolina Freshwater Fishes. 4. A field course for those students desiring an outdoor lab science. Field studies introduce students to the diversity, distribution, and ecology of North Carolina freshwater fishes. Fulfills laboratory science requirement. No prerequisites.

245 Introduction to Forensic Science. 4. In-depth study of the application of the biological, chemical, and physical sciences to the examination of forensic evidence. Provides the student with a firm understanding of the various tests used in criminal investigations, and the applicability and utility of these tests. Explores the underlying physiological and biochemical basis for forensic methods. Laboratory: drug identification. Does not count toward the major. Fulfills the laboratory science requirement. Offered when demand and scheduling permit.

324 Field Botany. 4. Taxonomic study of vascular plants involving classification, collection, and identification in the field and laboratory. Prerequisite: BIOL 115 or consent of the instructor. Spring.

325 Nonvascular Plants. 4. Advanced study of non-vascular plants with emphasis on morphology, anatomy, and phylogeny of algae, fungi, and bryophytes. Prerequisite: BIOL 115. Alternate years.

326 Vascular Plants. 4. Advanced study of vascular plants with emphasis on their morphology, anatomy, and phylogeny. Prerequisite: BIOL 115. Alternate years.

330 Developmental Biology. 4. Detailed study of gametogenesis, fertilization, cleavage, gastrulation, neurulation, germ layer formation, and organogen-

esis. Comparative study in the laboratory of the development of the frog, chick, pig, and human. Prerequisite: BIOL 114. Offered when demand and scheduling permit.

331 Entomology. 4. An introductory course in entomology which includes: insect identification and taxonomy; morphology; physiology and ecology of insects. A survey of insect control and the relationships of insects to man is also included. Laboratory work will involve work in the field as well as in the laboratory. Prerequisite: BIOL 114. Offered when demand and scheduling permit.

332 Invertebrate Zoology. 4. Advanced study of invertebrate phyla with emphasis on taxonomy, physiology, and ecology of the several groups. Prerequisite: BIOL 114. Offered when demand and scheduling permit.

333 Ichthyology. 4. Study of the diversity, distribution, and ecology of the world fish fauna with emphasis on field studies of North Carolina populations. Basic anatomy and physiology will also be covered. Prerequisite: BIOL 114. Alternate years. Fall.

334 Animal Behavior. 4. The zoological approach to the study of animal behavior. Topics covered in class include the history of ethology, behavioral ecology, types of social organization and communication in animals, and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals in the field and in the lab. Quantitative techniques for analyzing ethological data will be introduced in the laboratory. Prerequisite: BIOL 114. Alternate years.

335 Vertebrate Field Zoology. 4. Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology, and behavior of representative tetrapod species. Laboratory work includes field studies of the major groups of North Carolina tetrapod vertebrates. Prerequisite: BIOL 114. Alternate years.

336 Ornithology. 4. In-depth study of evolution, anatomy, physiology, ecology, and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field work in identification of birds in various habitats. Prerequisite: BIOL 114. Spring.

340 Psychobiology. (Psychology 340) 4.

341 Human Anatomy and Physiology. I. 4. Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skeletal, muscular, and respiratory systems. Prerequisite: BIOL 114. Fall.

342 Human Anatomy and Physiology. II. 4. Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory, and reproductive systems. Prerequisite: BIOL 341. Spring.

343 Sensory Systems. (Psychology 343) 4.

351 Comparative Vertebrate Anatomy. 4. Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems. Prerequisite: BIOL 114. Offered when demand and scheduling permit.

352 Animal Physiology. 4. The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis, selected topics in comparative vertebrate physiology. Prerequisites: BIOL 114. Alternate years. Spring.

433 Microbiology. 4. Structure, classification, nutrition, and biochemistry of microorganisms, especially bacteria and viruses. Processes of viral infection, bacterial sporulation, and genetic exchange are examined. Emphasis is placed on microorganisms causing human disease, and a substantial part of the course deals with host defense mechanisms and the function of the human immune system. Methods of isolation, characterization and identification of microorganisms, and techniques of sterilization and disinfection are explored in the laboratory. Fall.

434 Biochemistry. (Chemistry 434). 4. Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipids, and nucleic acids; emphasis on lipid metabolism and biochemical pathways of nucleic acid synthesis; includes a study of the molecular basis of cancer. Techniques used in the isolation and identification of

proteins, lipids, and nucleic acids are explored in the laboratory. Prerequisite: CHEM 112. Spring.

438 General Ecology. 4. Basic ecological principles governing the structure and function of populations, communities, and ecosystems. Prerequisite: BIOL 114 and 115. Alternate years. Fall.

443 Genetics. 4. A study of the components of the hereditary system and their functions (chromosome structure, mitosis, meiosis, crossing-over, chromosome mapping, gene fine structure, control of gene expression, and gene mutation). Mendelian and extranuclear inheritance, population genetics and human genetic traits, and diseases are explored. Bacterial, viral, insect, and plant materials are utilized in the laboratory. Prerequisite: CHEM 111. Fall.

450 Special Topics. 4. Possible courses include: Dendrology, Vertebrate Social Behavior, Genetic Engineering, Human Disease. May also be offered at the 250 level.

460 Independent Study. 1-4. May also be offered at the 260 level.

470 Senior Thesis. 1-4. Individual experience in biological research and writing of a professional paper.

490 Departmental Honors. 4-8.

CHEMISTRY

David F. Machmes, Jr., Professor, Chair
Anne G. Glenn, Assistant Professor
Bernard A. Liburd, Assistant Professor

The Chemistry Department seeks to serve students with many diverse interests. Its courses endeavor to give insights into the chemist's activity and role in society; to equip majors with the knowledge and tools needed for graduate work, teaching or industry; and to provide those going into allied science and health fields with the requisite skills and chemical concepts they will use during their careers. Use of instrumentation and computers is encouraged and often required at all levels.

Degrees Offered. The Bachelor of Arts and Bachelor of Science degrees are offered in chemistry.

Major Requirements. The Bachelor of Science major in chemistry includes Chemical Principles I and II (CHEM 111 and 112) or Chemical Principles I and II (CHEM 113), Organic Chemistry I and II (CHEM 231 and 232), Integrated Laboratory I and II (CHEM 235 and 335), Physical Chemistry I and II (CHEM 331 and 332), Instrumental Analysis (CHEM 341), Inorganic and Materials Chemistry (CHEM 342), and Senior Seminar (CHEM 400). The related fields are at least two mathematics courses, Calculus I and II or Accelerated Calculus (MATH 121 and 122 or MATH 123); two physics courses, Classical and Modern Physics I and II (PHYS 121 and 122); and either Multivariable Calculus (MATH 225) or Mathematical Physics I (PHYS 320). Additional courses in these fields as well as in chemistry are strongly encouraged for students interested in graduate study.

The Bachelor of Arts major in chemistry includes Chemical Principles I and II (CHEM 111 and 112) or Chemical Principles I and II (CHEM 113), Organic Chemistry I and II (CHEM 231 and 232), Integrated Laboratory I and II (CHEM 235 and 335), Physical Chemistry I (CHEM 331), Instrumental Analysis (CHEM 341), Inorganic and Materials Chemistry (CHEM 342), and Senior Seminar (CHEM 400). The related fields are at least two mathematics courses, Calculus I and II or Accelerated Calculus (MATH 121 and 122 or 123), and two physics courses, Classical and Modern Physics I and II (PHYS 121 and 122), or College Physics I and II (PHYS 211 and 212).

Majors are encouraged to participate in an industrial or governmental internship, study abroad, or do summer research at some time during their last two years. Majors are advised that languages most useful for chemistry are German, Russian, and Japanese. Those wishing a chemistry minor are encouraged to take at least 12 credits beyond CHEM 112 or 113.

Scholarships. To recognize superior work in chemistry, the department annually offers a prize for outstanding achievement to a student in general chemistry and the Ljung Scholarship to a rising senior chemistry major. In addition, the department selects a senior for the Outstanding Student Award given by the North Carolina Institute of Chemists.

111 Chemical Principles I. 4. Basic principles of chemistry, periodicity, bonding, and energy relations. Fulfills laboratory science requirement.

112 Chemical Principles II. 4. Molecular and ionic equilibria, kinetics, and mechanisms, and introduction to organic and biochemical systems. Prerequisite: CHEM 111. Fulfills laboratory science requirement.

113 Chemical Principles I and II. 4. A one-semester accelerated introduction to chemistry covering the topics found in CHEM 111 and 112. Laboratory meets twice a week. Prerequisite: 1-2 years of high school chemistry or permission of instructor. Fulfills laboratory science requirement.

220 Chemical Industry Awareness. 4. The chemical perspective in a technological society. Development of chemical literacy by non-chemists to enable them to make intelligent choices on how chemistry will be used in our society. Science majors learn about industrial use of science and how to communicate with nonscientists. Fulfills nonlaboratory science requirement.

231 Organic Chemistry I. 4. An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding and structure of carbon compounds, acid-base relationships, mechanisms of reactions, and structure determination. Laboratory component includes techniques for the synthesis and characterization of organic compounds and determination of reaction mechanisms including experimental, chromatographic, and spectroscopic methods commonly employed in modern organic chemistry. Prerequisite: CHEM 112.

232 Organic Chemistry II. 4. A continuation of Organic I. Topics covered include mechanisms of more complex reactions, multi-step organic synthesis, applications of molecular orbital theory to reactions, and the chemistry of biologically important molecules such as sugars and peptides. Laboratory component focuses on multi-step synthesis of organic compounds using a variety of reactions, employing chromatographic and spectroscopic techniques in the purification and analysis of reaction products. Prerequisite: CHEM 231.

235 Integrated Laboratory I. 1. Co-requisite with CHEM 232. Laboratory course integrating organic chemistry with other fields of chemistry. Students from several chemistry classes conduct original research on multidisciplinary projects.

331 Physical Chemistry I. 4. Physical chemistry of macroscopic systems, including classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, chemical equilibrium, electrochemistry, and kinetics. Laboratory includes experiments in physical chemistry of gases, thermochemistry, phases, and electrochemistry. Prerequisites: CHEM 112, two semesters of physics, and two semesters of calculus. PHYS 320 or MATH 225 is recommended as a prerequisite or co-requisite.

332 Physical Chemistry II. 4. Physical chemistry of microscopic systems including quantum mechanics, electronic structure of atoms and molecules, molecular structure and dynamics, and spectroscopy. Connection of microscopic behavior to macroscopic phenomena through statistical mechanics. Laboratory includes experiments in kinetics, spectroscopy, and structure analysis. Prerequisite: CHEM 331. PHYS 320 or MATH 225 is recommended as a prerequisite or co-requisite.

335 Integrated Laboratory II. 1. Laboratory course involving original research projects integrating physical chemistry with other fields of chemistry. Independent study and lab management skills are emphasized. Students from several chemistry classes conduct original research on multidisciplinary projects.

341 Instrumental Analysis. 4. A systematic study of the modern instrumental methods of chemical analysis with emphasis on the theory behind the use of instruments, principles of operation of analytical instruments, and their use for the analysis of real samples. Prerequisites: CHEM 112, two semesters of physics.

342 Inorganic and Materials Chemistry. 4. The interaction between structure and electronic properties, the metallic state, solid-state chemistry, metal complexes, stereochemistry, elementary crystallography, and spectroscopy. The laboratory centers on unusual materials, their synthesis, structure, properties, and analysis. Prerequisite: CHEM 341.

400 Senior Seminar. 2. The transition from college

to graduate school, careers in the chemical industry, or careers in other fields. The development of presentation skills and the ability to search the chemical literature is stressed. Class discussion focuses on numerous issues involving chemistry and science in the real world including, but not limited to, chemical careers, ethics in science, recent research advances, and under-represented populations in the sciences. Required of all majors.

420 Polymer Chemistry. 4. Synthesis, characterization, properties and uses of modern synthetic polymers. Current topics in polymer research and development such as biomedical polymers, space-age polymers, and the use of polymers in electronics will be examined. Prerequisite: CHEM 232.

430 Medicinal Chemistry. 4. The organic chemistry of drug design and drug action. This course covers the interaction of drugs at sites in the body such as neuroreceptors, enzymes, and DNA which lead to therapeutic effects. Design of drugs will be discussed in terms of the organic and physical chemistry of molecules, including structure activity relationships and rational drug design based on knowledge of the mechanism of drug action. Drug metabolism and prodrugs will also be discussed. Prerequisite: CHEM 232 or permission of instructor.

434 Biochemistry (Biology 434). 4. Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipid, and nucleic acids; emphasis on lipid metabolism and biochemical pathways of nucleic acid synthesis; includes a study of the molecular basis of cancer synthesis. Techniques used in the isolation and identification of proteins, lipids, and nucleic acids are explored in the laboratory. Prerequisite: CHEM 112. Spring.

450 Special Topics. 4. Recent courses include Chemistry of Coastal Waters, Advanced Organic Chemistry, Spectroscopy and Computational Chemistry. May also be offered at the 250 level. Topics include modern instrumental analysis, surface tension, environmental analysis, and marine chemistry.

460 Advanced Independent Study. 1-4. Recent topics include Photoredox Chemistry, Experimental Design, Conducting Polymers, Advanced Organic Syn-

CHEMISTRY, ECONOMICS

thesis. May also be offered at 260 level.

470 Senior Thesis. 4. Original research on a specific topic in chemistry or chemistry-related field. Students are expected to begin work on their topics before they sign up for this course.

490 Departmental Honors. 4-8.

ECONOMICS

*Robert G. Williams, Voebringer Professor of
Economics, Chair*

Carol A.M. Clark, Professor

Robert B. (Bob) Williams, Associate Professor

Every individual must make economic decisions, and economic forces and government economic policies have a continuous impact on our lives. The economics program at Guilford College is designed to contribute to a liberal arts education in three ways. First, it combines scientific analysis with a historical and global perspective, providing a deeper understanding of the complex forces at work in society. Second, it provides rigorous training in analytical thinking, problem solving, designing and carrying out fruitful research projects, and effectively communicating results both orally and in writing. All of these skills prepare students to perform well in a wide variety of careers. Third, it clarifies issues of human values and perspectives, addressing concerns that lie at the heart of every issue of public policy, thereby preparing students to become more effective and well-rounded citizens.

Degrees Offered. The Bachelor of Arts degree is offered in economics.

Major Requirements. Eight courses (32 credits) are required for a major in economics. They must include the two courses in Principles of Economics (ECON 221 and 222), Research Methods (ECON 301), and five upper-level economics courses (300 or 400 level). A minor in economics consists of four courses, at least two of which must be at the 300 or 400 level.

Each student is encouraged to plan the major and related fields together, in consultation with the adviser. Economics majors planning to go to graduate school in economics are strongly encouraged to

achieve competency in Calculus I and II, courses regularly taught by the Mathematics Department. Those interested in careers in private business or non-profit enterprise, and those planning to attend graduate school in business management or law, are encouraged to take at least two courses outside the major that provide technical training in how to critically read a financial statement (Accounting I and Finance are two regularly taught courses that provide this training). Majors who are seeking careers in law also are encouraged to take a course in formal logic in the Philosophy Department and an upper-level English course.

221 Principles of Economics: Macroeconomics.

4. The study of economics, aggregate supply and demand; national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth. Applied topics include: unemployment, inflation, interest rates, the Federal Reserve system, productivity, business cycles, the international connection, and others. May be taken independently of 222. Required for the Management major and the Accounting major. Is an elective for the International Studies major. Counts toward social science requirement.

222 Principles of Economics: Microeconomics.

4. The study of economics; supply and demand; consumer behavior; firms, production and cost; perfect competition, monopoly and other market types; income distribution; the role of government in the economy. Applications to agriculture, energy, environment, poverty, economic development, discrimination, natural resources, taxes, regulation, and other topics. May be taken independently of 221. Required for the Sports Management major; recommended for the JPS major. Is a prerequisite for Environmental and Resource Economics, which is a requirement for the Environmental concentration. Counts toward social science requirement.

301 Research Methods. 4. Theory and application of quantitative research methods used by economists: scientific method, selection of research design, data collection and sampling, data analysis and interpretation, ethical issues in research design. Prerequisite: ECON 221, 222, or consent of the instructor.

335 Comparative Economic Systems. 4. Histori-

cal analysis of the rise and decline of socialist-type economies (the former U.S.S.R., Eastern Europe, China, etc.). Emphasis on particular countries may vary from year to year, but use of comparative method is stressed. Prerequisite: ECON 221, 222, or consent of the instructor. Alternate years.

336 Economic and Social Development. 4. Economic, political and social problems of Third World countries with emphasis on Latin America. Policy focus recognizing the importance of cultural, social, and historical similarities and differences between countries and the increasingly interrelated world economy. Prerequisite: ECON 221, 222, or consent of the instructor. Fulfills intercultural requirement.

340 Workplace Democracy. 4. Economic aspects of democratizing institutions, intra-firm incentives and the crisis of productivity, individual vs. collective decision-making, participation in organizational decision-making and in organizational awards, the relationship between workplace democracy and the economic system. Certain models will be investigated both conceptually and empirically. Quality circles, profit sharing, ESOPs, cooperative businesses.

342 Economics of the Public Sector. 4. Political and social economics: relationships among economic, political, and sociocultural institutions; comparison of market and non-market economic processes. Public policy emphasis on poverty, wealth distribution, social programs (welfare, Medicare, Social Security). Prerequisite: ECON 221, 222, or consent of the instructor. Fulfills intercultural requirement.

344 Environmental and Resource Economics. 4. Economic theory in relation to the optimal management of renewable and nonrenewable resources; economic, legal and policy aspects of current environmental and natural resource problems. Attention to the interaction of ecological and socioeconomic systems. Prerequisite: ECON 221, 222, or consent of the instructor. Required for the Environmental concentration.

432 International Economics. 4. Systematic approach to international economic relations; theory of international trade and finance; impact of national governments and multinational institutions on the movement of the international economy; and applica-

tion of international economic theory to current problems of the world economic order. Prerequisite: ECON 221, 222, or consent of the instructor. Alternate years.

441 Labor Economics. 4. Alternative approaches to labor-market theory and policy: perfect competition, segmentation, and dual labor-market hypotheses. Income distribution: wage and income structures, wage differences, human-capital theory. Unions and collective bargaining. Discrimination and poverty. Macroeconomics of the labor market: inflation and unemployment. Employment in the international economy. Prerequisite: ECON 221, 222, or consent of the instructor.

450 Special Topics. 4. Recent offerings include both standard fields of economics (Economics of Latin America, Industrial Organization and Public Policy), interdisciplinary fields (Methods of Social Research, offered jointly with the Sociology/Anthropology Department; Economic History of Women and Economic History of the United States, offered jointly with the History Department), and other topics of interest to faculty (Contemporary Economic Thought; Women in the Economy; Democracy at Work; Women, Children and Economic Policy). Prerequisites: to be announced. May also be offered at 250 level.

460 Independent Study. 1-4. Independent research or directed study on a topic of interest to the student. Credit depends on the quality and quantity of work agreed upon in advance; generally, for example, one credit would be earned for an acceptable 20-page paper. Prerequisite: consent of the department.

470 Senior Thesis. 8. Research and oral presentation of an in-depth study, usually building from research done in other upper-level economics courses. For students of exceptional motivation and ability. Prerequisite: consent of the department prior to the middle of the second semester of the student's junior year.

490 Departmental Honors. 4.

EDUCATION STUDIES

Deborah Roose, Associate Professor, Chair
Frances Kay Doost, Assistant Professor, Director of Teacher Education
Claire R. Helgeson, Assistant Professor

EDUCATION STUDIES

The primary goal of the Education Studies program is to develop educators who are grounded in the liberal arts and are self-confident, inquisitive, and thoughtful in their practice. We seek to develop prospective teachers committed to and capable of constructive action in contemporary society. In preparing students to assume professional roles in schools, the program emphasizes understanding educational issues from a global perspective using observation, practice, experimentation and action research to discover how people learn and how schools and other educational settings are made effective.

Throughout the program, faculty and students in the department work together in interactive learning experiences in the classroom and in the field, incorporating practical application with theoretical discussion and exploration. The tutorial sessions, a unique and integral part of the program, engage students and faculty members in one-on-one interchanges in the first- and second-year courses.

Other central components of the program include the portfolio review, a written and oral self-assessment presented by each student to the Education Studies faculty midway in the major; the cross-cultural internship and inquiry, usually in another country; and the capstone experience after student teaching in which students reflect on their student teaching experiences in relationship to their theoretical and philosophical grounding and explore leadership roles which they may take in the future. Close faculty and student relationships are developed through tutorial sessions, peer-group learning, portfolio reviews, field supervision, and the advising system.

The three major curricular components of the program are:

- a strong interdisciplinary liberal arts core required of all students;
- a double major (an Education Studies major and a major in another academic department); and
- a cross-cultural internship which usually includes a semester abroad.

There are three certification tracks in the Education Studies major:

- Elementary certification, grades kindergarten through six
- Secondary certification, grades nine through 12, English and social studies

- K-12 certification, grades kindergarten through 12, French, and Spanish.

Degrees Offered. The Bachelor of Arts degree is offered in Education Studies.

Major Requirements. Education Studies requires a double major, a variety of field experiences, and in most cases an experience abroad. Because these requirements must be carefully planned, students are encouraged to begin the program by the second semester of the first year. In most cases students complete the program with its two majors, cross-cultural field experience, and requirements for state and reciprocal licensing in four and a half years.

In accordance with North Carolina State requirements, formal acceptance into the program occurs during the sophomore year and depends upon a 2.50 grade point average, recommendations, and other pertinent criteria (refer to the Education Studies Program Handbook, which includes Policies and Procedures for Teacher Education, Student Teaching and Certification). In addition, each student is required to pass the Praxis I: Academic Skill Assessment administered by the Educational Testing Service, prior to formal admission to the program. Formal admission is necessary for enrollment in advanced Education Studies courses. Enrollment in the college does not guarantee acceptance into the program.

Other licensure requirements include passing the Principles of Learning and Teaching Praxis exam, passing the appropriate Specialty Area Praxis exam, passing the North Carolina Essential Technology Skills Inventory, and other criteria as specified by the state. Criminal background checks and/or drug tests may be required by local education agencies as a condition of employment.

Required courses for all Education Studies majors are: Developmental Psychology (PSY 224); an introductory course in sociology or anthropology (SOAN 101, 102, 103); the two tutorial courses: Education Inquiry and Learning and Teaching; Contemporary/Historical Issues in Education; Field Study in Cross-Cultural Education; Student Teaching; and Student Teaching Seminar.

Additional required courses for Secondary and K-12 Majors: Seminar in the Processes of Secondary and K-12 Teaching (includes internship); or the appropriate specialty area courses (candidates for K-12 Licensure in languages take two courses at the Univer-

city of North Carolina at Greensboro through a consortium relationship).

Additional required courses for Elementary Majors: Mathematics for Elementary School Teachers; U.S. History; and Seminar in the Processes of Elementary Teaching (includes internship).

201 Education Inquiry: First Tutorial. 4. Discovery of questions and issues which concern educators, inquiry into how these questions and issues have been and are being approached by others, and search for one's own approaches and solutions. Focuses on the self, the educational community, and the library as spheres of inquiry. Large group, small groups, and tutorial formats are used. The tutorial format used in this course involves one-on-one (student-instructor) presentations of a prepared paper by the student and ensuing discussions, goal setting, and analysis of the teaching/learning experiences of that tutorial.

202 Learning and Teaching: Second Tutorial. 4. An interdisciplinary introduction to learning and teaching. Theories of knowledge, development, and learning provide a context for experiences with individual students in the schools, interviews with Guilford faculty, and observation and analysis of learning processes. The tutorial format used in this course involves one-on-one (student-instructor) presentations of a prepared paper by the student and ensuing discussions, goal-setting, and analysis of the teaching/learning experiences of that tutorial.

203 Contemporary/Historical Issues in Education. 4. Analysis of contemporary social, cultural, and political issues in education within an historical context.

301 Field Study in Cross-Cultural Education. 4. Usually taken during the study abroad experience. Examination of educational issues pertinent to the location in which the student is studying through readings, interviews, and an internship.

310 Seminar in the Processes of Elementary Teaching. 16. Integrated study of elementary school curricula, theories of curriculum design, developmentally appropriate teaching methodologies and educational materials. The students will meet in classes on campus three days a week and will work two days

each week in an elementary school classroom observing, planning, and teaching.

312 Seminar in the Processes of Secondary and K-12 Teaching. 4. Study of school structures and curricula; study and practice of methodologies appropriate to specialty areas and to integrated curricula. Students practice with educational materials including technologies. Internship component includes systematic observation and guided planning and teaching in a secondary or K-12 classroom.

410 Elementary Student Teaching Seminar. 4. Integrated with student teaching (EDUC 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for elementary level. This course is offered only during the fall semester.

420 Secondary Student Teaching Seminar. 4. Integrated with student teaching (EDUC 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for secondary and K-12 school levels.

440 Student Teaching. 12. Observation and directed teaching in area of licensure, supervised by the school's cooperating teacher and college personnel. A final two-week capstone experience on campus at the conclusion of the student teaching experience helps students reflect on their student teaching experience in relationship to their theoretical and philosophical grounding and explore leadership roles which they may take in the future. Prerequisites: senior standing and completion of major courses. Pass/fail grading. Elementary student teaching is offered only in the fall semester.

Application for student teaching must be made by March 1, preceding the year in which the student expects to do student teaching. Acceptance into student teaching is based on a continuous 2.50 overall college grade-point average and support from both major departments. Student teachers may not take additional credits, participate in a varsity sport in season, or work part-time. Initial certification is contingent upon successfully completing both majors, the student teaching program, and specialty areas and other relevant components of the national Praxis examination.

EDUCATION STUDIES, ENGLISH

450 Special Topics. 4. Also offered at the 250 level. Examples: Conflict Resolution with Children; Education and the Religious Quest for Meaning.

460 Independent Study and Research. 1-4. Also offered at the 260 level. Independent study and research with appropriate faculty direction.

470 Senior Thesis. 4.

490 Departmental Honors. 4-8. Credit to be determined.

ENGLISH

Rebecca B. Gibson, Associate Professor, Chair

Elizabeth B. Keiser, Dana Professor of English

James B. Gulsell, Professor

Jeff Jeske, Professor

Lee M. Johnson, Professor

Richard M. Morton, Professor

Carolyn Beard Whitlow, Associate Professor

Michael Strickland, Assistant Professor

The English major at Guilford College is primarily a major in the literatures of the English-speaking world, with an emphasis on British and American writers. An excellent major for any student seeking a broad liberal arts education, the English major involves study of that form of art through which humankind has constantly struggled to express most fully the central concerns of the human condition as understood in each age. With its emphasis on developing students' abilities to express their perceptions and analyses in dialogue and writing, the English major offers excellent preparation for work in a variety of professions.

Analytical and writing skills developed in the study of literature are precisely those required of lawyers and business executives. Students considering careers in business or law might choose to major in English and construct a minor that focuses in accounting, management and computers or logic, history, and political science.

Students desiring careers in journalism, technical writing, television, or advertising would do well to major in English and minor in the communications concentration, or construct personal concentrations through writing courses, internships, and independent

study. Students planning careers in secondary education are required to double-major in education studies and English. For those not desiring a double major, an A.B. in English followed by an M.A. in teaching is a good alternative. The department offers a developmental support program for prospective teachers of English through an adviser who will assist them in all aspects of their program. In fact, students will work with advisers from both departments to be certain that all requirements are satisfied.

Degrees Offered. The Bachelor of Arts degree is offered in English.

Major Requirements. The English major requires a minimum of nine courses. One course of this minimum must be Poetry: An Introduction (ENGL 220) taken during the sophomore year. Majors may choose to take the remaining minimum eight courses in studies of British and American literature or may exercise the option of taking two of them for the elective credit which is earned in the writing courses, the courses based on literature in translation, or other courses approved by the department. Courses taken to fulfill the literature complement of the requirement must be evenly divided in number between works of earlier and later periods.

For the courses in British literature, this dividing point is 1835; for those taken in American literature, it is 1865. Beyond the course requirements, and for one-hour credit, seniors undertake a capstone experience designed to evaluate themselves and the department. Joint and double majors are encouraged.

Outstanding students are encouraged to work for departmental honors. The Leora Sherrill O'Callaghan Scholarship is given annually to a rising senior who has excelled in English.

For further details of all programs, see both individual course descriptions and the department's advising guidelines, available from any department member or the secretary. In addition to courses listed, members of the department regularly offer a variety and range of subjects under the 450 designation. Examples over recent semesters are courses in the literary essay, psycholinguistics, women poets, rhetoric and composition, and literary theory. Except where the course descriptions so indicate, course numbers do not imply levels of difficulty. Required courses are offered at least annually. Other courses are generally offered in alternate years.

All literature courses at the 200, 300, and 400 levels count for the humanities requirement.

English 151 is a prerequisite for all upper-level English courses except Journalism.

100 English as a Second Language. 4. A course designed for non-native speakers entering the college who need preparatory work before entering English 110.

110 Fundamentals of College Writing. 4. Practice in writing paragraphs and short papers through analysis of sentence structure and paragraph construction; readings coordinated with writing assignments. Specific writing problems handled in individual conferences and class discussions.

150 Composition and Literature I. 4. Discussion of and practice in composition with analysis of related readings. Texts and specific approach to writing indicated in instructors' course descriptions available prior to registration. Normally required fall semester of first year. Counts toward English requirement.

151 Composition and Literature II. 4. Discussion of and practice in composition at a more advanced level based on readings in major literary works. Special sections for students who are AP-exempt from English 150. Normally required spring semester of first year. Counts toward English requirement.

210 Playwriting Workshop. 4. Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, "found" language, passive participation in and transcription of actual events. Fulfills creative arts requirement.

211 Poetry Workshop. 4. In-class critiques of student poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation. Fulfills creative arts requirement.

212 Fiction Workshop. 4. In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers, evolution of critical principles, manuscript preparation. Fulfills creative arts requirement.

213 Journalism I. 4. A workshop introduction to journalistic writing. Covers criteria that determine the value of news, changing standards, importance of focus, importance of accuracy, elements of good writing, standardized style, structure of straight news stories, feature writing, interviewing techniques, handling quotations, appraising information, the structure of a newspaper, and related matters.

214 Journalism II. 4. Continues concerns of Journalism I and extends to covering a beat, developing sources, media law, freedom of information law, public meeting law, journalistic ethics, conducting effective polls and surveys, methods of conducting interviews and putting questions, and related matters. Includes covering meetings of town and county agencies. Prerequisite: Journalism I or equivalent experience and permission of instructor.

216 Academic Writing. 4. An interdisciplinary writing course with a writing skills and particularly their mastery of the conventions of writing in the academy. Exploration of the principles of classical and modern rhetoric and an examination of their relationship to contemporary writing in the disciplines and in modern literature. Special attention to scholarly research techniques in a style appropriate to each student's discipline.

217 Literacy Seminar. 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

220 Poetry: An Introduction. 4. Focus on analysis of poetry with attention to both formal and interpretive issues. More broadly, an introduction to working with literary texts and writing analytical papers. Required of beginning majors and recommended to prospective majors.

221 British Literature I. 4. Intensive study of representative works and survey of issues from Anglo-Saxon period through the 18th century. Recommended for all beginning majors and prospective majors.

222 British Literature II. 4. Intensive study of major literary figures and changing forms from the Romantic period to the present.

225 American Literature Survey I. 4. The American mind in literature from the Puritans to the Civil War.

226 American Literature Survey II. 4. American literary tradition from the Civil War to the present.

241 Development of the Novel I. 4. A study of the origins of the novel in the 18th century and its shaping as a new genre in the hands of such masters as Richardson, Defoe, Fielding, Sterne, Smollett, and Austen.

242 Development of the Novel II. 4. A study of the transition from the Victorian novel to the experimental novel of the early 20th century in such masters as Flaubert, James, Woolf, and Faulkner.

255 The Russian Novel. 4. Readings in the great novelists of the thaw: Gogol, Turgenev, Dostoevski, Tolstoy, and others.

283 Shakespeare's Comedies and Romances (Theatre Studies 283). 4. Study of the range and development of Shakespeare's comedies and romances.

284 Shakespeare's Histories and Tragedies (Theatre Studies 284). 4. Study of the range and development of Shakespeare's histories and tragedies.

295 Self-Image in Women's Writing. 4. A study of women's writing from the late 17th century to the present. Focuses on women's view of themselves and the means women have for asserting their individuality, dignity, and power.

300 Modern Poetry. 4. Significant 20th-century poetry in British and American literature; including forms, techniques, and themes; addresses poets such as Pound, Eliot, and Williams.

301 Modern Fiction. 4. Significant 20th-century works, mainly British and American; such writers as Lawrence, Forster, Joyce, Faulkner or more contemporary figures such as Durrell, Grass, Bellow, Barth, according to interests of students and instructor.

302 Contemporary Fiction. 4. Study of developments in the novel, mainly since 1970. International in scope, including North and South America, the Carib-

bean, Africa, and Japan. Some works in translation.

303 American Writing Across the 20th Century. 4. Significant American works and writers treated individually or within the context of particular decades.

305 American Romanticism. 4. Literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman.

307 British Romantic Literature. 4. Romanticism, its development, intellectual concerns, and literary forms, as seen in the writings of authors such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

308 Modern Drama (Theatre Studies 308). 4.

310 Victorian Literature. 4. Questions, doubts and problems of emerging modern society as seen through examination of major writers including Tennyson, Browning, Arnold, Rossetti, Dickens, Eliot, Thackeray, and Hardy.

312 Living Women Poets. 4. Exploration of the poetry of important female poets writing in English, to include Adrienne Rich, Eleanor Wilner, Margaret Atwood, Eavan Boland, Denise Levertov, Lucille Clifton, among others. Focuses on their revisions of legends and myths to include women's experience.

313 African American Literature. 4. Literary study focusing on major figures of the 19th and 20th centuries, such as Wheatley, Douglass, Hughes, Wright, Hurston, Walker, and Morrison.

314 Milton and His Age. 4. Major poetry and prose of John Milton and works of some of his contemporaries, considered in relationship to the history and thought of the 17th century.

315 Later American Literature. 4. Varied, in-depth treatment of American writing and literary movements emergent in our national life during the decades extending from Appomattox to Versailles.

317 Advanced Expository Writing. 4. Intensive writing and revision workshop for students eager to polish their style, increase their fluency, sharpen their editing, and receive detailed critiques of their nonfic-

ENGLISH, FOREIGN LANGUAGES

tion prose. Includes study of prose analysis, stylistics, formal rhetoric.

319 Seventeenth Century Literature and Visual

Art. 4. Includes an initial study of the visual arts that are stylistically linked to the literature of the early 17th century. Examination of one comparative arts text as well as plays by Shakespeare and Webster, the essays of Montaigne, poetry of Donne, Marvell, and Herbert, and selections from the prose of Taylor and Burton.

321 Comparative Arts I (General Studies 321).

4. Focuses on the nuclear materials of painting, literature and music; their effect on the mode of existence of the various arts and on complete art works; and the validity of analogies between the arts. Fulfills creative arts requirement.

322 Comparative Arts II (General Studies 322).

4. The problem of order and spontaneity in art and the relation of artistic perception to political and philosophical systems as exemplified by the shift from neoclassicism to romanticism in Western Europe. Fulfills creative arts requirement.

325 Black Women Writers. 4. Explores a cross-section of the contemporary and historical writings produced by women of African descent primarily in North America, but also of South America, Europe, the Caribbean or Africa. Includes the novel, short story, poetry, drama, autobiography, narrative, essay, interview, letters, reviews, and literary criticism.

330 The Eighteenth Century. 4. A close look at neoclassicism in the works of Rochester, Dryden, Congreve, Addison, Steele, Swift, Pope, and Johnson. Includes essays, poetry, fiction, and drama in veins satirical, lyrical, whimsical, philosophical.

360 Early Renaissance Literature. 4. Major themes and forms of Renaissance prose, poetry, and drama up to 1600, as exemplified in Spenser, Sidney, Shakespeare, Donne, Marlowe, and others.

370 Chaucer and His Age. 4. *The Canterbury Tales*, selections from Chaucer's other works and additional writings of the late Middle Ages.

400 Seminar. 1. Required of all senior English majors. Seminar structure to rest on portfolios which the

majors assemble by selecting work done over their career in the department. Offered in the spring semester of each academic year by a member of the English faculty, who serve on a rotating basis.

450 Special Topics. 4. May also be offered at 250 level. Possible topics include: Literature of War; Dream, Vision, and Romance; Women in American Literature; Harlem Renaissance; Caribbean Literature; Technical Communications; Rhetoric, Composition, and Literary Theory; and Detective Fiction.

460 Independent Study. 1-4. Work may apply toward departmental honors if prior arrangement is made by student. May also be offered at 260 level.

470 Senior Thesis. Credit variable. Work may apply toward departmental honors if prior arrangement is made by student.

FOREIGN LANGUAGES

Sylvia Trelles, Associate Professor of Spanish, Chair
Maritza B. Almeida, Professor of Spanish

Claude Mourot-Hoffman, Professor of French

Dean de la Motte, Assistant Professor of French

Hiroko Hirakawa, Assistant Professor of Japanese

David Limburg, Assistant Professor of German

Guilford College's Quaker heritage has assured a continuing interest in the study of language as an instrument of international understanding. Courses are offered in French, German, Japanese, and Spanish.

Entering students take a placement test upon arrival to determine their level in a previously studied language. Students may place out of the one-semester (101) foreign language requirement by taking that placement exam. Students who do not take the placement exam will be required to complete one semester of language 101. Students who place out of the foreign language requirement and wish to continue with their studies of a language will be placed in the appropriate level course according to the placement exam score. Intermediate (201-202) level (or equivalent experience) is a normal prerequisite to higher-numbered courses.

Degrees Offered. The Bachelor of Arts degree is offered in French, German, German Studies, and Spanish.

FOREIGN LANGUAGES

Major Requirements. The department offers majors in French, German, German Studies, and Spanish. A major consists of eight courses (32 credits) numbered above 102 and must include at least one 400 course. Students may do a Senior Thesis (470) or Departmental Honors (490) on a topic approved by the department. For a French or Spanish major, 220 must be included among the eight required courses. Students planning to attend graduate school are urged to choose the senior thesis. French and Spanish courses in translation do not count towards the major. A German Studies major requires participation in the Munich Semester Program. Students can count up to three specific courses taught in Munich toward the major and must also take at least five courses taught in German and selected from the German major curriculum.

Double majors in French or Spanish and Education Studies, as well as K-12 certification in these languages, are also offered. Students pursuing these double majors have the same requirements within the Foreign Languages Department as do other majors. The option of doing a senior thesis is not advisable for this double major. Students interested in pursuing a teaching career in German may do so by completing the requirements for a German major at Guilford College and then acquiring certification at a graduate institution.

Course Prerequisites: Except for courses in translation, a student is required to complete a 200-level course, its equivalent, or to obtain permission from the instructor before enrolling in a 300-level course. Further, students must complete at least one 300-level course before taking a 400-level course. We recommend that students of French and Spanish take 220 before taking a 300- or 400-level course.

Spanish majors must take at least one course from the Spanish peninsular area and one from Latin America. All majors must meet proficiency requirements.

All majors are expected to study abroad with an appropriate Guilford program (or another program abroad approved by the department) before graduating. Guilford College currently offers semester programs in Beijing, Brunnenburg, Guadalajara, London, Munich, Paris, and Rennes, and several programs in Japan, for which the appropriate language is either required or recommended.

Foreign language majors should choose a related field in order to consolidate and complement

their major field of study or to enhance career opportunities. Majors in many other disciplines will find a concentration in a foreign language (four courses at the intermediate level and above) of immense value in the pursuit of a career.

FRENCH

101 Communicating in French I. 4. Basic building blocks of grammar; emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills language requirement.

102 Communicating in French II. 4. Continuation of French I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: FREN 101 or placement.

201 Intermediate French. 4. Introduction of more advanced aspects of French grammar and vocabulary. Continued speaking and comprehension, as well as increased emphasis on reading and writing in French. Prerequisite: FREN 102 or placement. Fall.

202 Intermediate Conversation and Composition. 4. Thorough review of French grammar, intensive work on oral and written expression on a variety of topics, and exposure to a wide range of cultural "texts" (from traditional literature to more recent media). Prerequisite: FREN 201 or placement. Spring.

220 Introduction to Literary and Cultural Analysis. 4. An introduction to important literary and cultural texts, and to the tools required to understand and discuss them. This course enables students to engage more sophisticated texts and cultural artifacts from different discourses, periods, and cultures, and is the prerequisite of all 300-level courses. Required of all majors. Fall.

310 Contemporary France. 4. Study of the institutions and society of France today, with an emphasis on developing the vocabulary and cultural context required to understand the mass media: television, radio, press, and the Internet. Prerequisite: FREN 220. Spring, alternate years.

311 The Francophone World. 4. Study of significant literatures and cultures of the French-speaking

world. The course will alternate between *Littérature québécoise* and *L'Afrique francophone*. Prerequisite: FREN 220. Spring, alternate years.

320 Culture and Society: The Origins to the Renaissance. 4. In-depth examination of the culture, literature, and history of France in the Middle Ages and Renaissance. Prerequisite: FREN 220. Fall, alternate years.

321 Culture and Society: The Age of Absolutism. 4. Examination of the culture, literature, and historical contexts of classicism, from the end of the Renaissance to the early 18th century. Prerequisite: FREN 220. Spring, alternate years.

322 Culture and Society: 1750-1900. 4. Examination of the culture, literature, and historical contexts of the rupture with absolutism and its cultural equivalent, classicism. Emphasis on the democratic and individualistic ideas of the Enlightenment, and their relationship to later political, literary, and artistic revolutions. Prerequisite: FREN 220. Fall, alternate years.

323 Culture and Society: The Twentieth Century. 4. Exploration of the cultural landscape of 20th-century France, from the Third Republic to the present. Prerequisite: FREN 220. Spring, alternate years.

400 Senior Seminar. 4. Topic will vary, but will focus on important questions in French studies. The course will serve as a capstone for majors, allowing them to bring their accumulated knowledge and skills to bear in a collaborative, sophisticated way. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Literature and Revolution; French Women Writers; Exoticism and Colonialism; French Cinema. Required of majors. Prerequisites: FREN 220 and a 300-level course. Spring.

450 Special Topics. 4. May also be offered at 250 level.

460 Independent Study. 1-4.

470 Senior Thesis. 4.

GERMAN

101 Communicating in German I. 4. Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills language requirement.

102 Communicating in German II. 4. Continuation of German I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: GERM 101 or placement.

201 Intermediate German I. 4. Review of basic structures and introduction of more advanced aspects of grammar and vocabulary. Increased emphasis on conversation, reading, and writing skills. Prerequisite: GERM 102 or placement. Fall, also taught in Munich.

202 Intermediate German II. 4. Continuation of German 201. Increased emphasis on discussion skills. In the last four weeks of the semester, students each lead a half-hour discussion and we read a full-length novel. Prerequisite: GERM 102 or placement. Spring.

250 Culture and Society: Munich in the Twentieth Century. 4. Readings about and on-site discussion of important cultural and historical events in Munich from 1900 to the present. Prerequisite: GERM 102. Taught in German in Munich.

260 Independent Study. 1-4 (also taught in Munich)

301 Contemporary German Culture. 4. Analysis and discussion of literary and cultural texts and films from 1945 to the present. Further development of writing skills. Prerequisite: GERM 202 or placement. Fall, alternate years; also taught in Munich.

302 German Youth Culture. 4. Analysis and discussion of youth literature, as well as journalism and film aimed at German youth. As an end project, students interview native German speakers in Greensboro about their youth in a German-speaking country. Prerequisite: GERM 202 or placement. Fall, alternate years; also taught in Munich.

400 Seminar. 4. Topics will vary, but will focus on

FOREIGN LANGUAGES

important questions in German studies. Students will explore more advanced approaches to culture and literature, and conduct research on a final paper. The seminar will focus on pre-1850 and post-1850 material in alternate years. Prerequisite: GERM 301 or 302. Spring; repeatable.

450 Culture and Society: Munich in the Twentieth Century. 4. Readings about and on-site discussion of important cultural and historical events in Munich from 1900 to the present. Prerequisite: GERM 301 or 302. Taught in German in Munich.

450 Special Topics. 4. May also be offered at 250 level.

460 Independent Study. 1-4. (also taught in Munich)

470 Senior Thesis. 4.

GERMAN STUDIES MAJOR

(courses offered in Munich; taught in English)

Philosophy 450 German Philosophy

History 450 History of Modern Germany

Art 450 Art History

JAPANESE

101 Communicating in Japanese I. 4. Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills language requirement.

102 Communicating in Japanese II. 4. Continuation of Japanese I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: JAPN 101 or placement.

201 Intermediate Japanese I. 4. Advanced grammar study, conversation practice, and increased emphasis on reading and writing. Prerequisite: JAPN 102 or permission of instructor.

202 Intermediate Japanese. 4. Continuation of JAPN 201.

250 Women in Modern Japan. 4. Examines the lives of Japanese women within the contexts of such social institutions as education, marriage, family, work, and mass media. Fulfills intercultural requirement and Women's Studies concentration. Taught in English.

252 Contemporary Japanese Society. 4. Interdisciplinary course examines popular American attitudes toward Japan and social construction of national identity in contemporary Japan (as well as challenges to this identity). Studies social conditions, popular culture, and racial and ethnic minorities in Japan. Fulfills intercultural requirement. Taught in English.

450 Special Topics. 4. May also be offered at 250 level.

460 Independent Study. 1-4.

SPANISH

101 Communicating in Spanish I. 4. Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills language requirement.

102 Communicating in Spanish II. 4. Continuation of Spanish I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: SPAN 101 or placement.

201 Intermediate Spanish. 4. Introduction of more advanced aspects of Spanish grammar and vocabulary in addition to continued speaking and comprehension, increased emphasis on reading and writing in Spanish using culture-oriented material. Prerequisite: SPAN 102 or placement.

202 Intermediate Conversation and Composition. 4. Thorough review of Spanish grammar; intensive work on oral and written expression on a variety of topics, and exposure to a wide range of cultural "texts" (from traditional literature to more recent media). Prerequisite: SPAN 201 or permission of instructor.

220 Introduction to Literary and Cultural Analysis. 4. An introduction to important literary and cultural texts, and to the tools required to understand and

discuss them. This course enables students to engage more sophisticated texts and cultural artifacts from different discourses, periods, and cultures, and is the prerequisite of all 300-level courses. Required of majors. Spring.

310 Contemporary Latin America. 4. A survey of the political turmoils endured by the different nations and their awakening towards the self-realization of a cultural entity. Study of the integrative importance of historical roots, arts, and daily life. Prerequisite SPAN 220. Alternate years.

311 Contemporary Spain. 4. Exploration of society and culture of Spain from the 1960s to the present with a special emphasis on political changes and their repercussions on the economy, international relations, literature, the arts, and daily life. Prerequisite 220. Alternate years.

320 Culture and Society: Mexico, Central America, and Caribbean. 4. Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century. Prerequisite: SPAN 220. Alternate years.

321 Culture and Society: Golden Age of Spain. 4. Examination of the culture, literature, and historical contexts of the 16th and 17th centuries in Spain. Prerequisite: SPAN 220. Alternate years.

322 Culture and Society: South America. 4. Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20th century. Prerequisite: SPAN 220. Alternate years.

323 Culture and Society: Beginnings of a Nation (The Integration of Three Cultures). 4. Examination of the culture, literature, and historical contexts of Medieval Spain with an emphasis on the contributions of Jews, Christians, and Moslems. Prerequisite: SPAN 220. Alternate years.

340 (also IDS 401) Film, Life, and Literature of Latin America. 4. A view of Latin American culture, society, and contemporary issues through film and literature. Taught in English for IDS 401 credit. For Spanish credit, class meets one extra time and all work is done in Spanish.

341 (also IDS 401) Contemporary Spain: Spain Comes of Age. 4. Background information on the Franco period and a closer study of the changes during the post-Franco era with an emphasis on contemporary Spain. We will look at its institutions, society, and relations with the European Community, the United States, and other nations as well as culture and literature. Taught in English for IDS 401 credit. For Spanish credit, class meets one extra time and all work is done in Spanish.

342 (also IDS 401) Latino Culture in the United States. 4. A study of the different hispanic cultures in the US through literature, essays, and film with special emphasis on the image of self as "other," exile, bi-culturalism, bi-lingualism, and the fusion of cultures. Taught in English for IDS 401 credit. For Spanish credit, class meets one extra time and all work is done in Spanish.

400 Senior Seminar. 4. Topic will vary, but will focus on important questions in Spanish or Latin American Studies. Course will have a seminar format and will serve as a capstone for majors, allowing them to bring their accumulated knowledge and skills to bear in a collaborative, sophisticated way. Students will explore more advanced approaches to culture and literature, and conduct research on a final paper. Possible topics: Social and Cultural Impact of the Spanish Civil War; Women in Spanish Literature and Film; As the Centuries Turn in Spain: 1898/1998. Prerequisite: SPAN 220 and a 300-level course. Required of majors.

450 Special Topics. 4. May also be offered at 250 level.

460 Independent Study. 1-4.

470 Senior Thesis. 4.

GENERAL STUDIES

100 Public Speaking. 4. Techniques for effective communication in the public context. Strategies for the organization of ideas as well as the development of the speaker's vocal and physical presence. Problems of research, composition, and style.

101 Adults in Transition. 4. For men and women

GENERAL STUDIES, GEOLOGY AND EARTH SCIENCES

who have been away from an academic environment for several years. The central focus of the course is to come to terms with problems as well as prospects involved in life changes. Reading autobiographies and writing autobiographical essays (close examination of phases of our lives and the lives of others) are a major means of working with these adult transitions. The course also includes the teaching of academic skills as needed and journaling. Fulfills First-Year Seminar 101, English 110, or one of the two humanities requirements. For CCE students only.

120 Learning Strategies. 1. This course will focus on grade-point-average management, time management, learning style inventories, evaluation of learning skills and reading skills, staging the writing process, editing and proofreading skills, effective and efficient ways to memorize, ways to organize materials and ideas, taking notes, studying for tests, taking tests, and taking responsibility for one's own education. Ideally, the course also will include some individualized work, based both on the results of diagnostic inventories and on student choices.

221 Guilfordian Practicum. 2. A workshop introduction to writing for the campus newspaper.

225 Medieval People. 1. This course meets six times each semester. It is intended to provide a meeting of those interested in Medieval Studies in general, or in the Medieval Studies Concentration specifically. Various topics, usually featuring important medieval people, are discussed by a number of different faculty members and others.

255 Career and Life Planning. 1. Career and Life Planning examines career development through the life span, specifically focusing on the period of time between the beginning of college and entry into the work force. Topics include self-exploration, decision-making, the interrelationships between life roles and career choice, researching career possibilities, resume writing, interviewing skills, and managing career and life transitions. Through a variety of learning approaches, students will actively facilitate their own and their classmates' career development. Pass/Fail.

321 Comparative Arts I (English 321). 4. Fulfills creative arts.

322 Comparative Arts II (English 322). 4. Fulfills creative arts.

450 Special Topics. 4. May also be offered at the 250 level.

GEOLOGY AND EARTH SCIENCES

Charles C. Almy, Jr., Professor, Chair

Marlene L. McCauley, Associate Professor

David M. Dobson, Assistant Professor

Geology, the study of the earth, is a firsthand experience at Guilford College. Students are involved in hands-on field experiences in new problems, in laboratory work where answers are not known beforehand, and with undergraduate research which is presented to regional professional societies or to national conferences on undergraduate research. The program is centered around a core of courses which establish a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, art, environmental science, creative writing, law, resource management, and geography. Such goals can be realized by working in programs now available at Guilford or accessible through consortium arrangements with other colleges and universities in Greensboro.

Degrees Offered. Two degrees are available. The Bachelor of Science focuses on geology as a professional discipline and is oriented toward graduate study; the Bachelor of Arts degree permits greater freedom in choosing a broad range of introductory science courses for those interested in earth science teaching, museum science, writing in the natural sciences, or professional careers in other fields such as law, business or environmental studies.

Major Requirements. Requirements for the major include the completion of an introductory course sequence, a core of upper-level courses in geology and a selection of additional courses from those specified by the department. Course work in the related fields of chemistry, mathematics, and physics is also required.

Physical Geology (GEOL 121) and Historical Geology (GEOL 122) are normally taken as an introduction to the geology major. Additionally, courses in

the major required for both degrees are Mineralogy (GEOL 211), Introductory Petrology (GEOL 212), Structural Geology (GEOL 335), and Paleontology (GEOL 415).

For the **Bachelor of Science**, additional courses must be taken as follows:

- two additional courses selected from those approved by the department for this degree, such as Sedimentology and Stratigraphy (GEOL 416), Igneous and Metamorphic Petrology (GEOL 312), and Seminar West (GEOL 240)
- a summer field camp (typically a six-credit, six-week course), taken at a recognized institution, normally upon completion of Introductory Petrology and Structural Geology
- the related-field requirements for this degree, which are one year of introductory chemistry, one year of calculus (calculus-based statistics may be substituted for the second semester of calculus), and one year of introductory physics.

For the **Bachelor of Arts**, additional courses include the following:

- two science courses approved by the department and
- the related-field requirements, which are one year of general chemistry, Elementary Functions (MATH 115), Elementary Statistics (MATH 112), College Physics I (PHYS 211), and either College Physics II (PHYS 212) or a lab course in any science, such as Field Botany (BIOL 324), approved by the department.

The Senior Thesis (GEOL 470 or 490) is recommended for students interested in independent research with one or more of the faculty, and the thesis is accepted as one of the departmental electives. The work involved must be original, and the final thesis is subjected to rigorous review and oral presentations before acceptance. The Senior Thesis with Honors (GEOL 490) is required of those who wish to graduate with departmental honors. Both senior thesis courses are open to candidates for either degree.

Substitution of courses in either of the programs is permitted only if the course requested is at an equivalent level and meets a specific need in the student's program. The department supports double and joint majors. The summer course Seminar West is strongly recommended for both B.S. and A.B. degree candidates.

A track under either degree program has been established in geology for students interested in the environmental sciences. A degree track has also been established for students interested in geophysics.

Field courses such as Seminar West and off-campus seminars in geology in Puerto Rico and the North Carolina mountains or coast involve camping, hiking, and geologic field experience at several levels of scientific sophistication. The geologic development of each of these areas is studied, and the history, geography, anthropology, and environmental impact of humans upon the regions also are considered.

105 Introduction to Computer Programming. 4.

Exploration of computer programming with emphasis on scientific, educational, and entertainment applications. Topics include programming fundamentals, user interaction, graphics display, data processing, problem solving, and artificial intelligence. Prior programming experience not required. Programming language for assignments is the student's choice, although C, C++, and BASIC will be used in examples. Term project is a fully interactive educational or entertainment program. Fulfills nonlaboratory science requirement.

111 Physical Geography. 4.

Patterns in the natural system, especially spatial ones: location of humans on earth and earth in space; energy flow in the natural system; climates; development of landforms and soils; distribution of humans and the natural resources upon which they are dependent. Fulfills nonlaboratory science requirement. Offered on demand.

121 Geology and the Environment. 4.

Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans, plate tectonics, erosion and weathering, rocks and minerals, mapping; consideration of the earth as a physicochemical system and the human's part in that system. Fulfills laboratory science requirement. Offered yearly in fall.

122 Historical Geology. 4.

Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America (both life and lands). Emphasis in laboratory on interpretation of earth history and applications of methods in making such interpretations through use of the Quaker Quad-

GEOLOGY AND EARTH SCIENCES

range. Fulfills laboratory science requirement. Offered yearly in spring.

141 Marine Geology. 4. Formation of the earth and oceans; shape and composition of the ocean floor; plate tectonics. Waves and tides, seawater chemistry, climate, and the ocean's interaction with the atmosphere. Coastal features: barrier islands, reefs, beaches, submarine canyons, continental shelves. Ocean energy and mineral resources. Coastal field trip included. Fulfills nonlaboratory science requirement.

160 Gems and Minerals. 4. Introduction to minerals and gemstones. Includes basic crystallography and crystal chemistry; physical and optical properties of minerals. Formation, occurrence and location of gems; synthetic gemstones; consumer aspects. Informal, hands-on sessions and field trips to mineral-collecting localities and the Smithsonian are included. Fulfills nonlaboratory science requirement.

170 Life in the Past. 4. An introduction for non-science majors to the fossil record, and the contributions that fossils have made to our understanding of the history of life on earth. Topics covered include the use of fossils in the measurement of geologic time, the reconstruction of the earth's ancient environments and ecological systems, and consideration of biological evolution. There are no prerequisites for this course. Fulfills the nonlaboratory science requirement.

180 Energy and Natural Resources. 4. Analysis of problems posed by interaction of conventional economic growth with limited natural resources; evaluation of potential contribution of various alternative energy sources to the national and world energy budget; review of distribution and abundance of mineral resources. Fulfills nonlaboratory science requirement.

182 Environmental Geology. 4. Introduction to interaction between human activity and the dynamic earth. Examines the changes that go on naturally in the earth's system and human responses as well as human activities and the earth's responses. Volcanic activity, earthquakes, floods, rising and falling sea levels, landslides, moving shorelines, and climatic change are considered. Fulfills the nonlaboratory science requirement.

211 Mineralogy. 4. Crystallography, mineralogy, crys-

tal chemistry. Optical mineralogy and introduction to the petrographic microscope. Rock-forming minerals, mineral formation and associations, mineral identification in hand specimen and with petrographic microscope. Prerequisite: CHEM 111 and 112 or concurrent registration.

212 Introductory Petrology. 4. Study of igneous, metamorphic, and sedimentary rocks. Principles of classification, occurrence, tectonic environments, and origin/formation of rocks are emphasized in lectures. Labs emphasize description, classification, and interpretation of textures and mineralogy in hand sample and in thin section. Prerequisite: GEOL 211.

223 Hydrology. 4. Precipitation, interception, and runoff measurements and analysis; stream flow and features, stream flow monitoring and data analysis; floodplain mapping; water supply analysis; groundwater geology and flow, groundwater prospecting; well design and analysis; water supply and water quality problems. Prerequisite: GEOL 121 or permission of instructor, and an understanding of algebra and trigonometry. Alternate years.

235 Crust of the Earth. 4. An historical approach to the development of plate tectonic theory. Includes such topics as isostasy, continental drift, polar wandering, magnetic reversals, paleomagnetism, mountain building, causes of earthquakes and volcanoes, and the evolution of continents and ocean basins. Fulfills the nonlaboratory science requirement. Alternate years.

240 Seminar West. 4. Five-week summer course, including four weeks of camping and hiking, to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on humans (history, prehistory, environment, literature, and art). Trips alternate between the Southwest (Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming (Yellowstone, Grand Tetons). Fulfills laboratory science requirement. Alternate years.

241 Off-Campus Seminars in Geology. 1. Five- to 10-day camping trips to investigate the mountains of North Carolina or the geology of the North Carolina coast. May be repeated with different content. Normally pass/fail grading.

242 Natural Science Seminars. 4. Studies of the

geology, ecology, and natural history of different field areas, including North Carolina, Puerto Rico, and Cumberland Island National Seashore in Georgia. Includes a week-long trip to the field area during fall or spring break as the laboratory portion of the course, during which students will conduct research projects. Areas of research depend on the field area to be studied and have included coastal processes and coastal habitats, rain forests and reefs, volcanic areas, and metamorphism and tectonics. May be repeated with different content. Fulfills laboratory science requirement. Generally in alternate years.

312 Igneous and Metamorphic Petrology. 4. Advanced study of igneous and metamorphic rocks. Emphasis on processes of formation, tectonic environments and geochemical aspects of analysis and interpretation. Includes magma formation, differentiation and emplacement, thermodynamics and phase diagrams for igneous systems, field occurrences of plutonic and volcanic rocks. Metamorphic facies and grades, metamorphic reactions, thermodynamics and phase diagrams for metamorphic systems, protoliths and metamorphic reactions. Labs emphasize study of rocks in thin section. Prerequisite: GEOL 212. Offered on demand.

335 Structural Geology. 4. Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic, and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift. Prerequisites: two laboratory courses in geology, competence in trigonometry (or MATH 115) or consent of the instructor.

336 Geomorphology. 4. Study of landforms and the processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development and theories of landscape evolution. Prerequisites: GEOL 121 and one other geology laboratory course or consent of the instructor. Offered on demand.

412 Geochemistry. 4. Distribution, movement and processes affecting chemical elements within the earth. Nuclear chemistry, formation of earth and planets.

Crystal chemistry and mineral structures. Isotope geology, trace elements, thermodynamics in geology. No laboratory. Prerequisites: CHEM 111, three semesters of laboratory courses in geology or consent of the instructor. Alternate years.

415 Paleontology. 4. Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; application of paleontology to geologic problems, especially its use in stratigraphic studies. Prerequisites: three semesters of laboratory courses in geology and/or biology and/or chemistry or consent of the instructor.

416 Sedimentology and Stratigraphy. 4. Advanced study of sedimentary rocks. Emphasis on sedimentary processes, grain size analysis, sedimentary structures and sedimentary petrography; the description, classification, correlation and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science or consent of the instructor. Alternate years.

424 Exploration Geophysics. 4. Study of the physical properties of the earth's crust and sedimentary cover, primarily through firsthand experience. Those geophysical parameters and tools used to study the earth—indirectly the well log (resistivity, self-potential, density, and sonic logs), seismic reflection, seismic refraction, gravity, and magnetic methods—are considered from the standpoint of data collection, processing, and especially interpretation. Considerable field work and map work is involved. Prerequisites: two semesters of laboratory studies in geology and/or physics and a strong mathematical background at the level of algebra and trigonometry or permission of instructor. Alternate years.

450 Special Topics. 2-4. Recent topics include geophysics, reefs of Puerto Rico, life in the past, soil science. May also be offered at 250 level.

460 Independent Study. 1-4. Independent and directed research, including field and laboratory experience. May also be offered at 260 level.

470 Senior Thesis. Credit variable. Independent research project begun at end of junior year. See department for details.

490 Departmental Honors. 4-8.

HISTORY

Timothy Kircher, Assistant Professor, Chair
Martha H. Cooley, Dana Professor of History
Dorothy V. Borei, Professor
Alexander R. Stoesen, Professor
Adrienne M. Israel, Associate Professor
Sarah S. Malino, Associate Professor

History is the study of the complex forces of the past which have created change in the human environment. These forces include philosophical ideas, political and economic developments, and social and cultural conditions. Historical investigation demands abstract logical thinking and critical analysis as well as imagination and intuition. Students of history learn to recognize the significance of the sequential nature of events and to bring order to apparently random facts. Historical knowledge fosters an appreciation of human diversity, a global perspective, and a rich comprehension of the contemporary world and of personal experience.

The program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. In addition to law and teaching, history majors have found rewarding careers in many areas of business, government, community service, applied history, and church work.

Degrees Offered. The Bachelor of Arts degree is offered in history.

Major Requirements. A major in history consists of eight courses (32 credits), six (24 credits) of which must be above the 100 level. A general balance between two of the three areas (American, European, intercultural) offered in history is desired. A required seminar at the junior level (HIST 300) emphasizes techniques of research and writing under individualized direction. The History Department also offers courses under the Special Topics designation which

reflect the expertise of its staff.

History majors should select a related field in a discipline consistent with their career interests. Because of its interdisciplinary nature, history fits well with most disciplines and a carefully conceived curriculum can give the history major strength in pursuing very challenging career goals. For example, history majors intending to pursue graduate study should acquire a proficiency in one or more foreign languages. It is strongly recommended that pre-law students take courses in English history, accounting, and logic. A related field in management or economics would prepare a student for positions in business, applied history, management or governmental planning agencies.

Students seeking certification to teach history or social studies in high school need to double-major in history and education studies. In addition, two courses in economics and two courses in political science are required for the social studies certification.

Students may test out of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major requirements. Senior history majors with a 3.50 grade average in history are encouraged to write a thesis and to pursue departmental honors.

The history minor consists of four courses, only one of which may be at the 100 level. The History Department offers 100-level introductory courses in World History, European History and American History which fulfill the history requirement only for students at the first-year and sophomore levels. Any student who is fulfilling the history requirement after the sophomore year must take a course at the 200 level or above. The department is currently developing courses to fulfill the new Historical Perspectives requirement.

History courses listed in the intercultural studies program may be taken by majors for history credit, but not for both history and intercultural studies credit. To encourage superior work in history, the department offers first-year and senior history awards every year, as well as the Algie I. Newlin and the Thomas Thompson scholarships. The Algie I. and Eva M. Newlin lectures and the Rembert W. Patrick lectures bring recognized historians to campus to present scholarly papers. The department also sponsors a chapter of Phi Alpha Theta, the international history honor society.

101 Western Europe 800 to 1500. 4. What is our inheritance from the Middle Ages? This course exam-

ines the development of the medieval idea of a "Christian Empire" from the time of Charlemagne to the mid-15th century. Through a close reading of contemporary texts of law, literature, religion, and biography, students will explore such topics as the Papacy, Crusades, feudalism, scholasticism, and medieval art. Fulfills history requirement.

102 Western Europe since 1400. 4. What makes our times "modern"? This course investigates the genesis and movements of the modern period, from the Renaissance to the fall of the Iron Curtain. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason, egalitarianism, and totalitarianism. Fulfills history requirement.

103 The United States to 1877. 4. Origin and growth of the United States from colonial times to 1877. Fulfills history requirement.

104 The United States since 1877. 4. Social, political, constitutional, and economic developments since 1877. Fulfills history requirement.

150 The World since 1500: Global Perspective. 4. Examines the development of interconnections among peoples and nations and the expansion of European political and economic institutions. Emphasizes world response to Western institutions and pursues a global perspective toward modern history. Fulfills history requirement.

160 Introduction to East Asian Culture. 4. An interdisciplinary survey of the cultural heritage of China, Japan, and Korea. This course examines the political, social, economic, and cultural institutions and values of East Asia, with the aim of highlighting their distinctiveness from Western culture and of understanding the influence of the past on modern East Asia. Limited to first-year students and sophomores. Fulfills intercultural requirement.

222 North Carolina History. 4. North Carolina from the period of exploration to the present: colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

223 History of Women in the United States. 4. Study of the significance of gender in the development of American culture from colonial times to the present. Attention to the complexity of women's historical experience through examination of social class, racial, and ethnic differences among American women.

225 African American History. 4. Surveys major themes in the ante-bellum period, the development of group consciousness, resistance to slavery, emancipation, Reconstruction, migrations, black nationalism, the civil rights movement, and current issues.

233 Medieval Civilization 1200 to 1500. 4. This seminar offers students the opportunity to examine the religion and culture of high- and late-medieval Europe. Texts also include the writings of scholasticism and its critics; they also address the influence of religion on the medieval cultural imagination, as revealed in contemporary histories, plastic art, and literature.

234 Renaissance and Reformation 1400 to 1660. 4. When and why did the Middle Ages end? Students will consider the answers of Renaissance thinkers and investigate their innovations in the fields of art, literature, and philosophy. They will also discuss the origins and consequences of its fellow movement, the Reformation, from Luther's Germany to Cromwell's Britain.

237 Europe in the Nineteenth Century: From the French Revolution to the First World War. 4. A study of the main issues in 19th century Western Europe (industrialization, shift from monarchy to constitutional government, growth of nationalism, socialism, and imperialism) and their impact on Europe by the eve of the war in 1914.

241 Africa to 1800. 4. Introduces African social, political, and economic systems, geography and cultural diversity, with a survey of major culture areas and civilizations, including the ancient Nile Valley, West Africa, the Swahili coast, and the southern savannah. Major themes include ancient trade networks, the rise of Islam, and the Atlantic slave trade. Fulfills intercultural requirement.

242 Africa since 1800. 4. Introduces African cultures and surveys the slave trade, Islamic revolutions, resistance to foreign powers, impact of European colonialism, rise of modern nationalism, and current

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issues of economic development and political stability. Fulfills intercultural requirement.

264 Modern East Asia. 4. Introductory survey of China, Japan, and Korea in the 19th and 20th centuries, with an emphasis on their integration into the international order. Topics include their different responses to imperialism, the struggle to modernize, Sino-Japanese wars, and the postwar rise of the Pacific Rim in the global economy. Fulfills intercultural requirement.

300 Seminar in History. 4. An advanced research and writing course required of all majors in their junior year. Students select their own topics and, using primary sources, engage in a semester-long project.

302 Economic History of the United States. 4. Exploration of the changing character of the American economy from colonial dependency through industrialization to our contemporary consumer society. Special attention to the impact of the dynamics of economic change on diverse groups of Americans.

303 Social History of the United States. 4. Study of the methods, contributions, and recent critiques of the "new social history." Investigation of social diversity in the United States through an examination of changing social patterns, institutions, and relationships of power in the American historical experience.

307 United States Diplomatic History. 4. Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy.

311 Recent United States History. 4. Influence of politics, wars, and individuals on the internal affairs of the United States, with emphasis on the period since the New Deal.

322 Twentieth Century Europe: From the First World War to the Present. 4. Explores the major issues of the 20th century (Democracy and Communism, the Great Depression and Five-Year Plans, First and Second World Wars, Cold War; breakdown of the Soviet Union, movement toward unification of Europe, social issues, and the status of women) in European affairs. The major focus of the course may change from year to year.

335 Ancient Greece from Homer to Alexander. 4. This course examines the roots of Western cultural experience by examining the ideals and traditions of classical Greece. The seminar will focus on the evolution of Greek culture, its ethics, aesthetics, and worldview, particularly as it was formed in the course of the Persian Wars and in the battle for Peloponnesian hegemony between Athens and Sparta. As a corollary theme, students will trace the development of Athenian democracy and empire.

336 Great Britain in the Tudor and Stuart Periods, 1509 to 1688. 4. This course centers on the political, religious, and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. A central theme is the constitutional questions posed by allegiances to church and king, and by the issue of three kingdoms and one monarchy after the accession of James I (1603). Main topics of discussion include the Reformation and the Civil War (1642-45).

337 Russia to 1881. 4. Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, rise of the autocracy; the position of the peasantry and the nobility, and the revolutionary movement of the 19th century in Russia.

338 Russia since 1881. 4. Decline of the autocracy; rise of revolutionary groups, 1905 and 1917 revolutions, Soviet Russia's international development as a world power; and the breakdown of the Soviet Union into independent nation states. Fulfills intercultural requirement.

383 Imperial China. 4. Advanced study of central themes in Chinese history, with an emphasis on the 10th to 18th centuries. Topics include changes in the social structure, the role of the family, economic development, and the growth of despotism. Fulfills the intercultural requirement.

384 Modern China. 4. Advanced study of China in the 19th and 20th centuries, with emphasis upon its struggle to modernize. Topics include the maturation and decay of the imperial order, impact of imperialism, rise of nationalism, peasant rebellion, and the many phases of reform and revolution. Fulfills intercultural requirement.

385 Medieval Japan. 4. Advanced study of Japan during the 12th to 18th centuries. Topics include the rise and evolution of the samurai class, feudal culture, and the emergence of the early modern state. Fulfills intercultural requirement.

386 Modern Japan. 4. Advanced study of 19th and 20th century Japan, with a focus on Japan's efforts to fit into the international political and economic order. Topics include the decay of the feudal order, Meiji Restoration, growth of Japanese nationalism and imperialism, the nature of democracy in Japan, and U.S.-Japanese relations. Fulfills intercultural requirement.

450 Special Topics. 4. Topics may include Civil War, the Russian Revolutionary Movement, Women in the 19th Century Labor Force, Guilford County. May also be offered at 250 level.

460 Independent Study. 1-4. Involves weekly meetings with departmental advisers; oral or written examination. May also be offered at 260 level.

470 Senior Thesis. 2-4. Research and writing of a scholarly monograph.

490 Departmental Honors. 2-4. Honors and credit with grade of B or above; credit only for grade less than B.

The following courses offered by other departments are accepted as history credit for majors with departmental approval:

General Studies 225. Medieval People I. 1.

Sociology/Anthropology 353. Peoples and Cultures of Latin America. 4.

INTEGRATIVE STUDIES

Contact: Chair, Interdisciplinary and Integrative Studies Council

The Integrative Studies major allows students to design their own interdisciplinary major in a way that integrates several fields and disciplines. Such a major is based on several things: Guilford College's emphasis on the interdisciplinary character of learning; the Quaker recognition of the unique gifts of each person;

and the Quaker emphasis on the responsibility of each person in the search for truth. This major encourages an active and creative approach to college education in a way that fits the student's special interests and abilities.

Degrees Offered. The Bachelor of Arts degree is offered in Integrative Studies.

Major Requirements. Majors in Integrative Studies complete at least 48 credits (usually 12 courses, equivalent to a major and a minor) in courses that constitute a coherent field of study outside traditional departmental lines. At least 24 of the credits must be at the 300-400 level, including a two-semester culminating project during the final year which may count for six to eight credits. Students must earn a grade of C or better in each of the courses in the major. It is expected that the interdisciplinary field of study involves at least two academic areas (for example, science and social science).

The Interdisciplinary and Integrative Studies Council approves the student as a major by accepting the application, approves a prospectus at the end of the student's next-to-last semester, and participates in the evaluation and approval of the culminating project along with the student's adviser and a consultant reader. The council works with the adviser in supporting and directing the student in the course of study.

Specific Requirements. The student usually applies for the major no later than the midterm of the second semester of the sophomore year. It is particularly helpful to begin to consider this major as early as possible in the student's work at Guilford through discussions with the chairperson of the Interdisciplinary and Integrative Studies Council, the student's adviser, and students already in the major.

The application includes:

- A statement outlining the scope, rationale, and direction for the proposed course of study.
- A program list of at least 12 courses (48 credits), distinguishing those taken and those anticipated. The culminating project spans two semesters: a two- to four-credit independent study followed by a thesis project.
- A proposal for the culminating project which specifies as clearly as possible the nature of the project, its methodology, and the manner in which the project will

draw together the diverse courses and experiences completed in the major.

- A strong recommendation from the faculty members who agree to be the major advisers.
- Evidence that the student is likely to succeed in a self-designed, interdisciplinary major (for example, from high grade-point average and strong recommendation to that effect).

After considering the application, the council meets with the student and the adviser, after which the council decides whether or not to accept the student into the major.

Culminating project. In the semester prior to writing/creating the culminating project, the student prepares to work on it by completing an independent study for two to four credits. This preparatory study gathers bibliography and materials and produces enough preliminary work so that in the final semester the student can begin the project immediately. In addition, the student submits a prospectus of the project to the council at least two weeks before the last day of classes of the penultimate semester. The council, along with the adviser, discusses the prospectus with the student and decides whether or not to approve it.

The four-credit culminating project should undergo significant revision during the final semester. The student must submit the final version two weeks before the last day of classes.

One member of the council, the adviser, and a consultant reader comprise the Evaluating Committee for the project, and it decides whether the project is acceptable for its defense. The consultant reader is someone whose expertise will aid in evaluating the project. He or she is selected by the student and the adviser with the council's consent.

The student then defends the project before the Evaluating Committee. The committee will decide whether or not to approve the project as fulfilling the requirements of the Integrative Studies major. After discussing the project with the other members of the Evaluating Committee, the adviser determines the project's grade.

INTERNATIONAL STUDIES

*Contacts: Chairperson of Foreign
Languages Department
Director of Intercultural Studies Program
Director of Study Abroad Program*

Guilford College seeks to promote and expand global awareness within the Guilford community and to prepare students to live as citizens and leaders in an increasingly interconnected world.

International education at Guilford is based upon the traditional Quaker values of tolerance and respect for diversity. Guilford College supports a peaceful world where people who are different learn to work together toward a common human goal of harmonious coexistence. Guilford College expects its students to learn to appreciate the many faces of human culture, to understand the many ways in which humankind organizes itself, and to speak in more than just their native language.

Degrees Offered. The Bachelor of Arts degree is offered in International Studies.

Major Requirements. The International Studies major offers a solidly academic international program in which interested students can pursue an in-depth, interdisciplinary study of a single geographic region or country.

It is a double or joint major, with a second major in an academic department required. The International Studies major selects an adviser different from the adviser for the other major to oversee her/his program. The International Education Committee gives final approval to the courses for an individual student's major.

Students focus their course work and study abroad on one geographic region (Africa/Middle East, Europe, East Asia, or Latin America) and, in addition, study world history, geography, and cultural anthropology.

Specific Course Requirements. The International Studies major requires a total of nine courses, which also may satisfy distribution requirements.

- **History 150: The World since 1500: Global Perspective.** Fulfills history requirement.

• **Sociology/Anthropology 103: Cultural Anthropology.** Counts toward social science requirement.

• A minimum of five additional non-language courses must be taken in the core geographic region, in at least two different disciplines. One must be a history survey in the selected geographic region (or country). Other courses may focus on art, economic system, geography, literature, politics, religion, social system, etc. One or two non-language courses taken abroad count toward the International Studies major.

• Foreign language requirement is normally met by two semesters of a foreign language in the area at the 200 level or at least one semester at the 300 level or above. (See contact person for specific details, or other alternatives.)

• A study abroad experience directly related to the region of specialization. This experience must be at least six weeks in length and may be a semester, year, or summer program approved by the International Education Committee.

• Recommended but not required for the International Studies Major who plans graduate study or a career in the international relations field are: Economics 221, Macroeconomics; and/or Economics 222, Microeconomics (one of which may fulfill one social science requirement); Political Science 201, Introduction to International Politics (which may fulfill one social science requirement).

JUSTICE AND POLICY STUDIES

Richard R. E. Kamia, Professor, Chair
Barton A. Parks, Professor

Nigel W. Austin, Assistant Professor
L. B. Pat Callair, Lecturer

The Justice and Policy Studies Department offers students study and participation in community service, focusing on the criminal justice system and public service institutions, including non-governmental and community-based organizations.

Taking an interdisciplinary approach to the structures, processes, policies, and problems involved, the department works closely with other departments. The approach emphasizes community-building as problem-solving (for example, crime prevention), inquiry into the values of public institutions, experiential learn-

ing including internships in criminal justice and other community organizations, and the intensive study of formal public service, nonprofit organizations.

The major is intended for students planning graduate study or careers in public and community service, including law, criminal justice, public administration and urban affairs, plus those preparing to assume various civic roles in service to or influencing policy formation in their communities. Graduates have undertaken careers in law, public administration, public affairs, law enforcement, courts, corrections, juvenile delinquency, as well as nonprofit community service organizations focusing on dispute mediation, spouse and child abuse treatment, and other organizations which frequently use volunteers and focus on supporting and building local communities.

Grounded firmly in the liberal arts tradition, the department is concerned with both theory and practice.

Degrees Offered. A Bachelor of Science degree is offered to all students. The Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. Instruction is offered by faculty in the Justice and Policy Studies Department, as well as in the Political Science and Sociology/Anthropology Departments. Some specialized courses are taught by qualified professionals from the local community.

Major Requirements. Eight courses (32 credits) are required for a major in justice and policy studies. They must include: JPS 101 or 102 (JPS 301 or 313 may be substituted for transfers at the junior level), JPS 290 (waived for students with justice and policy studies related work experience), JPS 310 or 340, two additional 300- or 400-level Justice and Policy Studies courses (three if JPS 290 is waived), three additional Justice and Policy Studies courses at any level. Majors also must demonstrate competence in either statistics or research methods by successfully completing either Research Methods (JPS 339), Elementary Statistics (MATH 112), or another quantitative methods or social science research methods course. A course in computer science is strongly recommended.

Transfer students with A.A./A.S. degrees in justice-related fields are exempt from the Justice and Policy Studies 101/102 requirement, but must take either Criminal Justice Theory and Practice (JPS 301) or Law and Society (JPS 313) in its place. Transfer

students must complete four Justice and Policy Studies courses (16 credits) at Guilford College.

The department also participates in the Certificate of Study program of the Center for Continuing Education. A Justice and Policy Studies Certificate may be earned by successful completion of 20 hours (five courses) at the 300 and 400 levels, including either Public Management and Organizational Theory (JPS 310) or Public Administration (JPS 340).

New Directions. The department is developing two new majors, one in Public Policy and the other in Community Building. We anticipate both being officially in place at the beginning of the 1999-2000 school year. We will continue to offer our present major, which in the future will be called Criminal Justice.

The Public Policy major will focus on all the dimensions involved in addressing issues of public concern both nationally and internationally. Deeply rooted in an interdisciplinary approach, this major will serve to stimulate students to understand as well as to seek and advocate the solutions of interrelated public programs in the 21st century.

The Community Building/Development major will focus on those political, economic, and psychosocial forces and processes weakening community in American society and what action may be taken to rebuild community. Individuals find that community-building skills are transferable to organizations ranging from friendship groups and neighborhoods to businesses, schools, and religious institutions.

101 Introduction to Criminal Justice. 4. Survey of the criminal justice system; its philosophy, history, development, component parts, their functions, careers and roles, and the constitutional aspects of the administration of justice. Review of the agencies and processes of criminal justice. Counts toward the social science requirement.

102 Introduction to Policy Studies. 4. This course introduces public policy studies. It examines contemporary social policy problems and their likely causes to identify research and data resources for their further analysis and to apply tactics and strategies designed to mobilize community effort toward their remedy, both within and beyond government, employing mass media and other nongovernmental public interest-raising activities. Counts toward the social science requirement.

200 Criminal Procedure. 4. The study of due process in law; the legal procedures governing a criminal suspect's civil rights and protections guaranteed under our state and federal constitutions; the rules law enforcement officials, prosecutors, magistrates, and judges have to follow in investigating crimes, collecting, processing and presenting evidence, interviewing suspects and witnesses, and conducting cases in court; and the body of law which governs the manner in which such rights and rules are to be enforced and wrongs are to be rectified in criminal cases.

201 Criminal Law. 4. Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act, and negative acts and legal causation.

202 Law Enforcement and Police Roles. 4. Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances.

203 Punishment and Corrections. 4. Survey of the structure of correctional institutions, parole, probation and community-based correctional programs. Some focus on how race, class, and gender influence the entirety of the criminal justice system. Students review methods used and problems faced in the supervision and rehabilitation of adjudicated offenders. Students explore various kinds of leadership and ethical challenges they are likely to encounter in a system that is designed to achieve justice and accountability.

204 Courts: Prosecution and Trial. 4. The adjudication process and trial courts as social institutions: law and the legal mentality, structure and processes of federal, state, and local court systems. Traditional and behavioral approaches to the courts. Current problems: heavy case loads, plea bargaining, changing social norms, sentencing practices.

205 Juvenile Justice and Delinquency (Sociology/Anthropology 205). 4. Survey of the problems of delinquency, child abuse and neglect in contemporary society; juvenile courts and other juvenile justice agencies and institutions; prevention and treatment

programs; theories of delinquency causation and treatment.

217 Literacy Seminar. 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

220 Community Building Fundamentals (Sociology/Anthropology 220). 4. An examination of community building as a foundation for peaceful coexistence and responsive leadership. Students learn about the nature of group process as they engage in the experience of building community. Students will understand how certain forms of power either enhance or detract from the process of community building. Students learn about how skill, information, and knowledge influence the development of learning communities.

244 Conflict Resolution Strategies (Sociology/Anthropology 244). 4. Students learn about conflict resolution as a path to creative peacemaking, practice styles of communicating and ways of listening that are deeply respectful and affirming, understand to integrate effective ways of awareness and being useful in the conflict resolution process, and explore kinds of power and their influence on conflict.

290 Internship. 4-8. Supervised internship with a criminal justice, public service, or volunteer agency. May be repeated once with a different agency. Required for Justice and Policy Studies majors with no prior full-time work experience or current employment in the criminal justice system or in other public service agencies.

301 Criminal Justice Policy and Practice. 4. Theories from several scholarly disciplines are put into practice in dealing with criminal justice policy questions. Managerial, psychological, sociological, and political-ideological theories are reviewed in their application to issues in American criminal justice, such as drug and alcohol control policy, gun control, policing strategies, correctional philosophies, and death penalty questions.

303 Law in Daily Life. 4. An examination of how the law and court decisions impact average U.S. citizens, by reading actual court opinions in many areas of law

including: criminal, family, contract, education, employment, and civil rights law. The course analyzes the rules and rationales stated by judges in their court opinions and the impact of these rules on our lives; also explaining the attorney-client relationship. Course objectives are met by reading and analyzing cases, class discussions, and writing mock court opinions based on current cases being litigated.

310 Public Management and Organizational Theory. 4. Study of managerial principles and the structures of public organizations, the organizational environment and processes of leadership, applying organizational theory, decision-making, planning, staffing, evaluation, internal communication, and organizational change as applied in public service agencies.

313 Law and Society. 4. Introduction to sociological jurisprudence. The legal system, legal institutions as instruments of stability and social change. Law and social processes, legal decision-making, and cross-cultural comparisons of legal systems and legal values. Counts toward the social science requirement.

320 Ethics in Justice and Policy Studies. 4. Ethical standards and considerations for justice and public service agency officials. Examination of causes and consequences of corruption and other unethical behavior of public officials within the criminal justice system and in related agencies of government.

321 Media and Community Relations. 4. Examines the factors contributing to either cooperation or disharmony in public sector media and community relations which are often associated with social problems and cultural conflict. The role of the news and entertainment media in creating images for public agencies and community groups is revealed. Covers historical developments, contemporary issues, and various image-management and community relations improvement efforts.

323 Diversity at Work. 4. Explores ways in which individual and group differences influence self-perception and interpersonal communication. Attention focuses on the impact and implications of recent and impending changes in American demographics in the workplace and larger society. Increased understanding and communication skills will enable participants

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to work more productively with diverse colleagues and social groups.

333 Criminological Theory (Sociology/Anthropology 333). 4. Advanced survey of criminological theory; covering sources of data about crime, the socioeconomic characteristics of both offenders and at-risk populations, and the nature and theorized causes of criminal offenses.

339 Research Methods. 4. An introduction to the techniques and analytic tools used to conduct research in the areas of criminal justice, public policy, and related social sciences. The major stages in the research cycle are explored. These include problem identification, hypothesis formulation, data measurement, data collection, data analysis, conclusion, and the writing of the research report. Prerequisite: introductory college math.

340 Public Administration. 4. Examines the field of public administration comprehensively including the influence of external and internal factors on the performance of public agencies or bureaucracies in the U.S. Factors include the nature and structure of the political system, budgeting, and contemporary human resource issues. Major emphasis is placed on national issues. Prerequisite: knowledge of the structure of U.S. governments.

400 Advanced Problems. 4. Selected problem areas in the fields of criminal justice, public policy, and public administration examined in depth. Problems examined vary with each offering, and have included issues involving police administration, court administration, jails and prisons, security and crime prevention, death penalty policy, coercion and justice.

424 Trust and Violence. 4. This course examines ways that trust binds communities together, and violence or the threat of it prevents or destroys trust. The focus is on processes by which trust is created, sustained, destroyed, and re-created within and among human beings. The course draws upon applied theory, organizations effective in sustaining trusting communities, and experiential learning in trust-building group processes.

425 Family Violence. 4. This course introduces students to five prevalent family problems: wife abuse,

husband abuse, child neglect and abuse, elderly abuse, and rape/sexual assault. Central to the course are examinations of causal factors, the psychology of victim and offender, societal impact, treatment and intervention strategies, and the criminal justice role and processes. Students also explore societal norms, laws and values, and how they relate to family violence.

435 Constitutional Law in the Political Process I (Political Science 435). 4.

436 Constitutional Law in the Political Process II (Political Science 436). 4.

450 Special Topics. 4. Advanced public policy topics, studied in depth for advanced students. May also be offered at the 250 level with examination of current public policy topics, issues, and problems at a sophisticated introductory level.

460 Research Problems/Independent Study. 1-4. Opportunities for upper-level students to conduct individualized research into topics and fields of interest in which courses are not offered. May also be offered at 260 level.

470 Senior Thesis. 4-8. Major research project designed and conducted under the supervision of a faculty member. Prerequisite: JPS 339 or other research methods course.

490 Departmental Honors. 4-8.

MANAGEMENT

Betty R. Turner, Assistant Professor, Chair
Peter B. Bobko, Associate Professor
William F. Stevens, Associate Professor
Nicolette DeVille Christensen, Visiting Assistant Professor

To meet the challenges of the global business environment of the 21st century, the management professional of the future requires not only a high degree of professional competence in the technical aspects of management but also a broad grasp of social, human, cultural, and political values. To that end, the manage-

ment major at Guilford College is closely integrated with the college's liberal arts curriculum and the Quaker philosophy that education teaches matters "civil and useful."

The Management Department seeks to prepare students to participate effectively in public and private, for-profit and not-for-profit organizations and to cultivate their potential for further growth through a program that is both conceptually based and career oriented. We intend to engender within our students both intellectual curiosity and the creative capacity for independent thought and action.

The program of study offers close faculty-student rapport, a strong emphasis on both written and oral communication skills, exposure to international issues in all areas of management, computer applications, field internships, and special topics courses. Students preparing for graduate and professional schools benefit from the program's strong library and research emphasis, broad-based integration of international topics, focus on qualitative and quantitative analysis and problem solving, and extensive use of the case study method.

To provide support for students in other majors, the Management Department offers a substantive minor that provides students with an introduction to management and offers additional course work in a variety of interesting areas.

In conjunction with an adviser, a student may choose to emphasize a particular area of study within the department while meeting major or minor course requirements. Areas of emphasis include international management, human resources management, marketing management, financial management, operations management, and computers and information systems. Students preparing for careers or graduate work in the field of international business are encouraged to pursue a double major in management and international studies.

Degrees Offered. A Bachelor of Science degree is offered to all students; a Bachelor of Administrative Science degree is offered to Center for Continuing Education students only.

Major Requirements. For the Bachelor of Science degree, nine major and four related-field courses are required. The nine major courses include MGMT 215, 241, 301, 324, 332, 449, and three elective management courses, two of which must be at the 300- or 400-

level. The four related-field courses include AOCT 201 and 301: Introduction to Accounting and Intermediate Accounting (a grade of C or better is required), ECON 221, and either MATH 112 or 121. MGMT 290: Management Internship is strongly recommended.

For the Bachelor of Administrative Science degree, 10 major and four related-field courses are required. These include the nine major and four related-field courses for the Bachelor of Science degree plus one additional elective management course.

Minor Requirements. For a minor in management, four management courses are required. MGMT 301 is strongly recommended.

120 Introduction to Business. 4. Survey course covering all major functions of business. Provides students with tools which can be used to predict and respond to future changes in the business environment. Demonstrates how the free-enterprise system and individual entrepreneurs can respond to social needs. Does not count toward the major unless taken with first- or second-year status. Counts toward social science requirement.

141 Introduction to Computers. 4. Assumes no prior knowledge of or experience with computers. Word processing, data bases, spreadsheets, and on-line services are reviewed. Does not count toward the major.

215 Business Law. 4. Survey of the U.S. legal concepts relevant to the operations of the business system including topics of contracts, agency, sales, products liability, secured transactions, bankruptcy, real property, and corporate and administrative law.

220 Professional Communications. 4. Introduction to key elements of verbal, nonverbal, and written communication with potential employers, clients, regulators, supervisors, subordinates, and co-workers. Development of active listening, presentation, group process, and business writing skills. Prerequisite: English 150 or equivalent.

230 Sales Management. 4. Comprehensive analysis of the relationship between personal selling and mainstream marketing. Interactive communication through research, exercises, case analysis, and real-life applications bridge the gap from theory to practice. Sales

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management concepts; a thorough view of globalized selling, and business ethics are emphasized throughout the course.

241 Computers and Management. 4. Applications of computers in management. Use of spreadsheets, databases, and on-line services. Introduction to programming in spreadsheets with other programming as time allows. Use of computers in written and oral management presentations.

245 Quantitative Methods. 4. Introduction to quantitative decision-making techniques. Review of concepts involved in making management decisions, including the elements of decision problems, structuring decisions, forecasting, linear programming, and inventory management. Prerequisite: MATH 112 or 121 or permission of instructor.

272 Financial Planning. 4. Introduction to personal financial planning and the principles of retirement and estate planning. Emphasis on constructing and analyzing personal financial statements, investments, risk management, and the economic environment.

282 Fundamentals of Investing. 4. Introduction to securities and securities markets. Exposure to financial literature and techniques of analysis, with application in a stock market simulation.

290 Management Internship. 2-4. A combined on-the-job and academic experience arranged with a local business, supervised by a Management Department instructor and coordinated through the Internship and Service Learning Office. Consisting of experiential learning, managerial analysis, and written and oral reports. Recommended for juniors and seniors.

301 Principles of Management. 4. Theory, practices, and principles involved in the structure and management of organizations. Problem-solving through situation case analysis. Global management issues, activities, and experiences are integrated into the course.

320 Organizational Behavior. 4. Interdisciplinary approach to coverage of skills needed to understand human behavior in the workplace setting. Self-assessment of work force roles in interpersonal, intergroup, and intragroup environments. Awareness of unique

learning needed to communicate, negotiate, and work with an increasingly diverse work force and cross-cultural issues. Prerequisite: junior or senior status or permission of instructor.

321 Human Resources Management. 4. Techniques, issues, and problems in recruitment, selection, development, utilization, and accommodation of human resources in organizations. Issues related to increasingly diverse work force and international management included. Prerequisite: junior or senior status or permission of instructor.

324 Principles of Marketing. 4. An extensive course in marketing, focusing on product definition, branding, distribution channels, advertising and promotion. Strategic decision-making analysis, global marketing overviews and social responsibility issues are emphasized throughout the course. Prerequisites: MATH 112 or 121, ECON 221 or 222, ACCT 202 or 301.

332 Financial Management I. 4. Introduction to the field of finance and the principles and practices of financial decision-making in an increasingly international business environment. Emphasis on valuation, risk and return, capital budgeting, financial planning, and financial analysis. Prerequisites: MATH 112 or 121, ECON 221, ACCT 301, MGMT 241.

333 Money and Capital Markets. 4. Introduction to the financial system in an increasingly global economy. Emphasis on financial instruments, markets, and institutions; the role of the banking system; overview of monetary theory and policy; current and future trends reshaping the global financial system. Prerequisite: MGMT 332 or permission of instructor.

336 Financial Management II. 4. Theory, principles, and practices of corporate finance with emphasis on investment, financing, dividend, and working capital decisions and their impact on the value of the firm. Case studies and computer-based analysis are used to study the effects of financial decisions. Prerequisite: MGMT 332.

341 Management Information Systems. 4. Introduction to the ingredients and thinking that must go into the construction of systems to produce and maintain information systems; investigation of business use of information systems; introduction and application

of systems development methodology. Prerequisite: MGMT 141 or 241 or permission of instructor.

347 Production and Operations Management. 4. Survey of operations management concepts and techniques associated with producing goods or providing services. The objectives of operations management are to produce an optimal amount of goods or services at the appropriate quality level, on time within cost and resource constraints. A selection of decision-making tools will be reviewed and discussed in cases and, when possible, implemented in computer programs.

350 International Management. 4. Interdisciplinary approach to the analysis of the international business environment, its opportunities and risks, and the basic concepts of the international management of functional operations, with emphasis on cultural and social responsibility issues. Case studies and experiential exercises help students analyze, explore, and simulate real-life situations. Prerequisite: junior or senior status or above or permission of instructor.

424 Marketing Strategy. 4. Advanced marketing course designed to include globalized market analysis, formulation of marketing strategies, and review of pricing structures. Prerequisites: MGMT 324 and 332.

430 Managerial Analysis. 4. Managerial use of computer systems to model the business environment including concepts from production, finance, and accounting. Prerequisites: MGMT 332 and 347.

449 Policy Formulation. 4. Integrative capstone course based on case studies and analyzing the total organization and its operational functions. Analysis and development of policies to support total organization goals within varying constraints. Emphasis on globalization issues, social responsibility and ethics, and effective written and oral communication. Prerequisites: MGMT 215, 241, 301, 324, and 332.

450 Special Topics. 1-4. May also be offered at the 250 level. Recent topics include environmental management, entrepreneurship, real estate, and international topics.

460 Independent Study. 1-4. Individual student projects approved and supervised by a Management

Department faculty member. May also be offered at the 260 level.

470 Senior Thesis. 1-4. Independent research and writing of a professional paper on a topic in management under the supervision of a full-time Management Department faculty member.

490 Departmental Honors. 4-8. Independent research, writing, and presentation of a professional paper on a topic in management under the supervision of a committee of Management Department and other appropriate faculty.

MATHEMATICS

G. Rudolph Gordb, Jr., Professor; Chair
Elwood G. Parker, Professor
Jill H. Wiesner, Instructor

Mathematics is better learned by doing than by observing; so active student participation is encouraged in all programs. Since the opportunity for students to work with faculty individually and in small groups is also of utmost importance, numerous small classes and seminars are provided. Students majoring in mathematics are encouraged to discover areas in which they have both talent and interest, to gain familiarity with a wide range of mathematical areas, and to acquire deeper knowledge of some mathematical specialty.

The Department serves other academic areas through courses in elementary functions and calculus, statistics, mathematics for the liberal arts, and mathematics for prospective teachers.

The *Journal of Undergraduate Mathematics* (JUM) has been published by the Mathematics Department for 30 years. During this time, JUM has published numerous research articles by Guilford students and sponsored many conferences on undergraduate research featuring lectures by prominent mathematicians and at which Guilford students have been active participants.

Degrees Offered. The Bachelor of Science and Bachelor of Arts degrees are offered in mathematics.

Major Requirements. Majors are required to complete 32 credits in mathematics courses or seminars

numbered above 120. Three courses are required: Multivariable Calculus (MATH 225); Foundations of Mathematics I (MATH 230); and Linear Algebra (MATH 325). In addition, each major must take one upper-level course in theoretical mathematics (selected from MATH 335, 430, and 435) and another in applied mathematics (selected from MATH 310, 320, and 415).

Many majors emphasize a particular area of mathematics in their course work. Those emphasizing theoretical mathematics have been notably successful in graduate study at respected universities; majors who wish to prepare for graduate school should take Topology (MATH 335), Algebraic Structures (MATH 430), and Real Analysis (MATH 435).

Other students emphasize applied mathematics in preparation for advanced study in areas other than mathematics; such majors should include Probability and Statistics (MATH 310) and an advanced seminar (MATH 475) on an applied topic of interest in their programs.

Students preparing to teach mathematics in secondary schools should take Geometry (MATH 235), Probability and Statistics (MATH 310), and Algebraic Structures (MATH 430).

The most frequent double or joint major with mathematics is physics; students pursuing this option should take Mathematical Physics (MATH/PHYS 320) and an advanced seminar (MATH 475) on further topics in mathematical physics.

Many other disciplines (including almost all majors—natural sciences in addition to physics, social sciences, business and policy studies, arts, and humanities) have been second or joint majors with mathematics. Such combinations are encouraged by the department.

The Minor. A minor in mathematics is an appropriate choice for many majors. Students should select their four (or more) minor courses in consultation with a member of the Mathematics Department to assure coherence and compatibility with their major.

103 Mathematics for Elementary School Teachers. 4. Introduction to elementary school mathematics and its fundamental underlying concepts and structure with emphasis on problem solving, logical thinking, use of conjecture and exploration with concrete materials. Does not count toward the major. Fulfills nonlaboratory science requirement for Education Studies majors only.

110 Mathematics for the Liberal Arts. 4. The nature of mathematics from cultural, historical, and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities, fine arts and education majors. Does not count toward the major in mathematics. Includes emphasis on quantitative skills. Fulfills nonlaboratory science requirement.

112 Elementary Statistics. 4. Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis. Emphasis on application and interpretation. Recommended for social science and preprofessional majors; does not count toward the major in mathematics. Fulfills nonlaboratory science requirement.

115 Elementary Functions. 4. Precalculus analysis of algebraic, exponential, logarithmic, trigonometric, and inverse trigonometric functions. Does not count toward the major.

121 Calculus I. 4. Calculus of single-variable algebraic, exponential, and logarithmic functions, emphasizing the concepts, techniques, and applications of limits, differentiation, and integration in both physical and geometric settings. Fulfills nonlaboratory science requirement.

122 Calculus II. 4. Calculus of single-variable trigonometric and inverse trigonometric functions, with emphasis as in MATH 121, but especially on integration and its applications. Numerical series. Prerequisite: MATH 121. Fulfills nonlaboratory science requirement.

123 Accelerated Calculus. 4. Special course in calculus covering the content of MATH 121 and 122 in one semester for students having studied calculus previously. Fulfills nonlaboratory science requirement.

225 Multivariable Calculus. 4. Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration, and vector analysis. Required of all majors. Prerequisite: MATH 122 or 123. Fulfills nonlaboratory science requirement.

230 Foundations of Mathematics I. 4. Axiomatic

development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Required of all majors. Fulfills nonlaboratory science requirement.

235 Geometry. 4. Topics chosen from Euclidean, hyperbolic, elliptic, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Especially recommended for students interested in mathematics education. Prerequisite: MATH 230 or consent of instructor.

310 Probability and Statistics. 4. Fundamentals of the analysis and interpretation of statistical data, theory, and application. Includes: descriptive statistics; probability; discrete and continuous random variables, their probability, density, and moment generating function; joint, marginal and conditional probability and density functions of several random variables; sampling distributions; estimation; hypothesis testing. Prerequisite: MATH 225.

320 Mathematical Physics I (Physics 320). 4.

325 Linear Algebra. 4. Introduction to systems of linear equations, matrices, linear spaces and linear transformations, including applications of these concepts to other areas of mathematics and to other fields. Required of all majors. Prerequisite: MATH 225.

335 Topology. 4. Topics in point-set, geometric, general, or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics. Prerequisite: MATH 230.

415 Numerical Analysis. 4. Techniques, theory, computer programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing applied mathematics or mathematical physics. Prerequisite: MATH 325.

430 Algebraic Structures. 4. Study of algebraic structures such as groups, rings, and fields and their morphisms. Suggested for majors emphasizing theoretical mathematics or interested in mathematics

education. Prerequisites: MATH 230 and 325.

435 Real Analysis. 4. Rigorous study of real functions including topics from limits, sequences, series, differentiation, integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics. Prerequisites: MATH 225 and 230.

Mathematics Seminars

Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects, or as honors projects. Students must prearrange seminars with faculty members on or before registration day; no student may register for a seminar without prior departmental approval. Seminars carry from one to four credits and may be repeated for credit with permission of the department.

275, 475 Seminar in Mathematics. 1-4. Lower- and upper-level seminars in selected topics. Prerequisite: consent of the department.

MUSIC

Timothy H. Lindeman, Assistant Professor, Chair
Edward Lowe, Dana Professor of Music

The Music Department strives to engage students in a variety of artistic, creative, intellectual, and cultural endeavors. Students benefit from a strong, interdisciplinary liberal arts base, small classes that stimulate active learning, and group participation. Seminar-style settings take the place of formal lectures; repertory classes, student showcases, end-of-semester recitals, experiences in musical theater and opera scenes, master classes, and competitions prepare students for the application of their discipline.

The department offers a variety of opportunities in performance studies, solo and group performance, and music scholarship for the student who pursues a music major or minor. The general Guilford student is welcomed into performance ensembles and general classes that deal with the world of music.

The College Choir, through its annual concert tour and community programs, serves as an ambassador of good will for Guilford. Activities are designed for community enrichment, the high point of the sea-

Music

son being the annual Christmas holiday concert. Numerous other public performances are presented, and by audition, members of the choir have the opportunity to perform with additional choral ensembles. Participation in the choir is designed to add to the total enrichment of student life. Membership is open to all students genuinely interested, willing to work hard, and strongly committed to the choir.

The Jazz Ensembles and the Guitar Ensembles frequently perform for the Guilford community and in the Greensboro area. The ensembles, the yearly student showcases, and junior and senior recitals provide students with many performance opportunities.

In alternate years the department produces a musical in cooperation with the Theatre Studies Department. All Guilford College students are eligible to audition for parts.

Degrees Offered. The Bachelor of Arts degree is offered in music.

Scholarships. The William R. and Beverley C. Rogers Scholarships make awards available annually to new first-year students who have an interest in pursuing a major in music. Choir scholarships are also offered by the college for qualified students. Additionally, the William Topkins, the Laura Kelly Dobbins, and the Maxine Kirch Ljung scholarships are available to talented students pursuing a major or a minor in music.

Major Requirements. A major in music consists of 19 credits in music theory (MUS 101-102, 201-202, and 301), 8 credits in music history (MUS 310-311), 3 credits in conducting (MUS 210), 16 credits in applied study, eight credits in ensemble, and a junior and senior recital (MUS 400).

Minor Requirements. The music minor consists of two courses in music theory (MUS 101-102), one course in music history (MUS 310 or 311), one course in conducting (MUS 210), 4-6 credits in applied music, and 4 credits in ensemble.

101 Music Theory I. 4. Basic musicianship. Examines the materials and structure of diatonic music: time, melody, harmony, and form. The music studied is tonal in nature and Western in origin. Student must be able to read music. Diatonic ear training and sight-singing are introduced. Fulfills creative arts requirement.

102 Music Theory II. 4. Continuation of MUS 101. Resources of the tonal system are analyzed with emphasis on seventh chords, both diatonic and chromatic. Some chromaticism is introduced in ear training and sight-singing. Prerequisite: MUS 101 or permission of instructor.

105 Song Diction I. 2.

106 Song Diction II. 2.

111 Music Literature. 4. Music appreciation. Introductory course designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Fulfills creative arts requirement.

114 Guilford College Choir. 1. Choir meets three times weekly. Pass/fail grading.

115 Traditional African American Music. 4. Music literature. Course tracing the historical development of the music of black musicians; designed for the student interested in gaining an understanding of music in the context of African and African American cultures. Open to all students. Fulfills the creative arts requirement. Alternate years.

116 Guitar Ensemble. 1.

117 Jazz Ensemble. 1.

201 Music Theory III. 4. Continuation of MUS 102. More advanced harmonic and voice-leading techniques as employed in 19th century music. Ear training and sight-singing are involved with modulation and chromaticism. Prerequisite: 102 or permission of instructor.

202 Music Theory IV. 4. Continuation of MUS 201. Form in tonal music with an examination of structures frequently used in the 18th and 19th centuries. Ear training and sight-singing are involved with chromaticism. Prerequisite: 201 or permission of instructor.

210 Conducting. 3. A beginning course which introduces students to the basic skills of conducting. Emphasis is placed on the mastery of conducting patterns, techniques of expressive conducting, and an interpretative knowledge of musical terms. Both choral and

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instrumental literature will be used in the class. Prerequisite: must have taken or be enrolled in MUS 102.

215 Music of the Non-Western World. 4. Documents and studies traditional music from outside Western Europe. Major focus is on selected music cultures from Africa, India, Japan, and Indonesia. Fulfills creative arts or intercultural requirement.

250 Special Topics. 4. Class Guitar, Opera Scenes, Phenomenon of Music, and other courses are frequently offered as MUS 250.

270 Performance Studies in Piano. 1-2.

272 Performance Studies in Voice. 1-2.

273 Performance Studies in Guitar. 1-2.

274 Performance Studies in Strings. 1-2.

275 Performance Studies in Brass. 1-2.

276 Performance Studies in Winds. 1-2.

277 Performance Studies in Bass Guitar. 1-2.

278 Performance Studies in Percussion. 1-2.

(all courses in the 270's have additional fees)

301. Music Theory V. 3. Studies theoretical principles of 20th-century music composition. Analyzes post-romantic, impressionist, neo-classical, atonal, serial, and neo-tonal idioms as well as contemporary musical practices. Prerequisite: MUS 201.

310 Music History I. 4. Explores Western music from ancient times through the 1800s. Studies music of the Middle Ages, Renaissance, Baroque, and Classical stylistic periods with an emphasis of the place of art music in society. Fulfills creative arts requirement.

311 Music History II. 4. Explores Western music from the time of Beethoven through the contemporary period. Studies music of the Romantic, Impressionist, and 20th-century stylistic periods with an emphasis on the place of art music in society. Fulfills creative arts requirement.

400 Senior Recital. 1.

450 Special Topics. 1-4. Courses of special interest such as music in the world, understanding opera, understanding 20th-century music, and development of the symphony. May also be offered at the 250 level.

460 Independent Study. 1-4. Independent research or directed study on a topic of interest to the student. May also be offered at 260 level.

Orchestra and Band. Students who are interested in performing in an ensemble not offered at Guilford College may audition to participate in ensembles at the University of North Carolina at Greensboro, the Greensboro Music Academy, or Greensboro College.

PHILOSOPHY

Jonathan W. Malino, Professor; Chair
Nancy Daukas, Assistant Professor
Vance Ricks, Visiting Lecturer

Philosophy seeks wisdom through the persistent and relentless examination of life in all its aspects. It prods the individual to become more articulate and reflective about the fundamental principles underlying the understanding of nature, ourselves, and others, thereby enabling the construction of a more refined grasp of the world.

Philosophy requires the mastering of the skills of reasoning, interpretation, and expression. Consequently, the rewards of philosophical training can be found where one might least expect them (in the worlds of business and the professions).

Given the nature of philosophy, the boundaries between the philosophical and the non-philosophical are unclear. The philosopher draws not only on the rich tradition of philosophical thought, but also upon the entire range of human inquiry. It is thus no surprise that philosophers are working side by side with linguists, psychologists, mathematicians, physicists, and computer scientists at the cutting edge of the computer revolution. Combining philosophy with a second major in the humanities, the natural or social sciences, the arts, or business and policy studies, is thus an exciting and natural option, with benefit to both the breadth and the depth of a student's studies.

The department currently offers a major and a minor in philosophy and will continue to do so under the new curriculum. Most philosophy courses also satisfy the current humanities breadth requirement.

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The department intends to continue offering many courses to satisfy the humanities breadth requirement under the new curriculum and looks forward to active participation in new and continuing interdisciplinary concentrations.

Degree Offered. The Bachelor of Arts degree is offered in philosophy.

Major Requirements. To major in philosophy, a student must complete eight philosophy courses (plus the departmental seminar), among them Ethics (PHIL 111), Formal Logic (PHIL 292), the history of Western philosophy (PHIL 201 and 202), one course devoted to an individual philosopher, and one 400-level course. Individually tailored independent studies are available to supplement regular course offerings. Outside the classroom, lectures and informal discussions are sponsored by a philosophy club, which also arranges for students to attend lectures and colloquia at University of North Carolina at Greensboro, Wake Forest University, University of North Carolina at Chapel Hill, and Duke University.

100 Introduction to Philosophy. 4. Major philosophical problems, methods, and positions, as set forth in selected historical and contemporary philosophical texts, including works by Plato, Descartes, Hume, others. Counts toward humanities requirement.

111 Ethics. 4. Chief theories of the nature and principles of the moral life, with regard to both the ends human beings seek and the obligations which claim their commitment. Counts toward humanities requirement.

201 Ancient and Medieval Western Philosophy. 4. Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism. Counts toward humanities requirement.

202 Modern Western Philosophy. 4. Major developments of Western philosophical thought in the 17th and 18th centuries, emphasizing philosophical inquiry into metaphysical systems and problems of knowledge. Counts toward humanities requirement.

221 Philosophy of Religion. 4. Reason and reli-

gion: proofs of God's existence, faith and reason, the problem of evil, morality and religion, religious language. Counts toward humanities requirement.

246 Business Ethics. 4. The ethical basis for determining corporate social responsibility, employee rights, conflicts of interests, whistle-blowing, discrimination, and problems with advertising. Counts toward humanities requirement.

247 Philosophy of Law. 4. Conceptual analysis and moral evaluation of laws and legal systems: the nature and validity of law, law and morality, the obligation to obey the law, law and judicial decision-making, criminal responsibility, and the nature of punishment.

248 Autonomy and Authenticity. 4. Conceptual, theoretical, and normative issues arising from the intersection of thinking about freedom and the self, including internal freedom, self-deception, self-respect, weakness of will, and autonomy as moral right and character ideal. Counts towards humanities requirement.

292 Formal Logic. 4. Methods, foundations, and philosophical implications of using symbolic languages to evaluate deductive reasoning.

336 Social and Political Philosophy. 4. Principal theories of the foundation of political society; the nature of political authority; limits of political obligation; relation of theories of human nature to social/political theory. Counts toward humanities requirement.

375 Mind and Nature. 4. An exploration of puzzles arising from the attempt to comprehend mind as part of nature. Topics include mind and body, consciousness, perception, belief and desire, freedom and determinism, and computer simulation of mental capacities. Counts toward humanities requirement.

376 Theory of Knowledge. 4. Historical and contemporary readings on the nature and sources of knowledge, justification, rationality, and skepticism. Counts toward humanities requirement.

401 Topics in Contemporary Philosophy. 4. Main developments in 20th-century philosophy with emphasis on philosophy of language, epistemology, and metaphysics.

450 Special Topics. 4. Courses include Philosophy of Science, Language and Mind, Feminist Philosophy, German Philosophy, Medical Ethics, and courses devoted to individual philosophers, such as, Plato, Descartes, Hume, Kant, and Wittgenstein. May also be offered at 250 level.

460 Independent Study. 1-4. May also be offered at 260 level.

470 Senior Thesis. 4-8.

480 Departmental Seminar. 2. Reading and discussion of recent contributions to philosophy.

490 Departmental Honors. 4-8.

PHYSICS

Thomas P. Espinola, Associate Professor, Chair
Rexford E. Adelberger, Professor
Steven S. Shapiro, Assistant Professor

Physics students at Guilford College come from a wide variety of backgrounds and plan to follow a wide variety of paths after graduation. About one third of our physics majors plan for employment in a technical field immediately after graduation. Another third pursue graduate study in physics or astronomy. The remaining third go on to advanced study in another field. To embrace such a wide spectrum of students, the physics curriculum is flexible and personalized. Course scheduling encourages off-campus research internships, independent study, and study abroad.

The common thread connecting the different goals and focuses of our students and faculty is the physicist's approach to thinking about, modeling, and understanding the universe. This process relies on clear, analytical, and often abstract thinking but is ultimately grounded in concrete reality as exposed by experiment. Reaching a clear, realistic understanding of some aspect of the world is of value in not only science and engineering but also business, law, medicine, and many other fields.

The physics program at Guilford emphasizes research and experimentation throughout its curriculum. Students in introductory courses learn to work with equipment, quantify experimental uncertainties, and present results in journal format. The theory and practice sequence stresses laboratory technique, co-

operative research, and clear, thoughtful presentation of results. In this sequence of courses, students design experiments, act as principal investigators, write journal articles, and give talks for peer review.

This research experience culminates in a thesis research project which must be original and designed by the student. The results are presented in a written thesis and public talk. Students frequently present papers at the National Conference on Undergraduate Research (NCUR) and other conferences. Each year the department awards several research assistantships for research projects selected from proposals submitted by students. The awards are funded by physics graduates and their families and include a stipend and funds to attend a conference.

Degrees Offered: Bachelor of Science in Physics
 Under the new curriculum, we anticipate concentrated degrees in the following:

- B.S. in Physics for students pursuing employment in a technical field
- B.S. in Physics for students preparing for graduate study
- B.S. in Physics for students preparing for graduate study in Astrophysics

Major Requirements. A total of 32 credits in physics, including at least four semesters of Theory and Practice, at least 4 credits of Portfolio Development, an industrial or research internship, and thesis with defense. Four mathematics courses, including MATH/PHYS 320, constitute the related field. An individualized course of study will be planned by the student, in consultation with faculty advisers, based on models appropriate for her or his chosen career path. The student will develop a portfolio of work demonstrating her or his familiarity with topics, methods, and skills required in the individualized course of study.

101 Physics for Nonscientists. 4. Introductory course, intended for students with limited mathematical background. Centered on one of several topics such as an in-depth look at the physics of energy or a survey of modern physical thought. The relevance of physical laws to both society and the environment is discussed. Offered on demand, does not count toward the major. Fulfills laboratory science requirement.

106 General Astronomy. 4. This course, which is

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intended for non-science majors with limited mathematical background, will cover topics selected from naked-eye astronomy, stellar astronomy, galactic astronomy, and cosmology. Does not include observing. Fulfills nonlaboratory science requirement.

107 The Solar System. 4. This course covers the physical description of the planets, their satellites, the sun, asteroids, and comets, with a strong emphasis on recent information from landers and fly-by probes. This course includes discussions of how science is known, learned, and taught, which will be of interest to future teachers and others who may wish to combine work with students and science. Fulfills the laboratory science requirement.

108 Observational Astronomy. 4. Topics for this course include the structure and evolution of stars, nebulae, galaxies, and solar system objects. The emphasis is on observational methods including the use of the Guilford College MicroObservatory, its CCD cameras, photometer, and spectroscope. Fulfills the laboratory science requirement.

121-122 Physics I, II. 5, 5. For physics majors and others interested in studying physics using calculus. This is not a survey course but an introduction to the thinking and analysis processes of physics. Topics will be chosen from modern and classical physics to emphasize the skills needed to be a physicist. Co-requisite: MATH 121 for PHYS 121; MATH 122 for PHYS 122

211-212 College Physics I, II. 4, 4. For science majors and other interested students whose mathematics background includes algebra and trigonometry. This survey of physics includes mechanics, energy, thermodynamics, electricity and magnetism, optics, wave motion, and modern physics. The laboratory includes microcomputer-driven measuring devices that allow students to explore physics rather than follow a cookbook. Fulfills the laboratory science requirement.

320 Mathematical Physics. 4. This course introduces students to mathematical techniques of particular importance to scientists and engineers. Topics include: complex numbers, Fourier series, and the solution of differential equations (with special emphasis on harmonic oscillators). In this course, students will learn how to solve relevant problems both analyti-

cally and numerically. The numerical work is supported by our network of UNIX workstations. Prerequisites: MATH 225, PHYS 122 strongly suggested. Spring

Theory and Practice Courses

The theory and practice sequence (Physics III-VIII) is an introduction of physics topics, experimental and analytical methods, and work and communication skills needed for a successful career in physics and related fields. As the sequence progresses, emphasis moves away from lecture-based instruction toward individual and small-group work. There is integrated laboratory work.

223-224 Physics III-VI. 5. Topics will be chosen from classical and modern physics including mechanics, electromagnetism, thermodynamics, statistical mechanics, and related material. Attendance at the department seminar is required. The emphasis is on analytical, numerical, and experimental methods for considering these topics. Attendance at the department seminar is required. Prerequisites: PHYS 122, MATH 122. Co-requisite for PHYS 223 is MATH 225; co-requisite for PHYS 224 is MATH 320

325-326, 427-428 Physics V-VIII. 3 credits classroom, 2 credits lab. Topics will be chosen from classical and modern physics including electromagnetism, quantum mechanics, atomic physics, nuclear physics, solid state physics, and astrophysics. The emphasis will be on individual and small-group work including original research, self-directed study, and presentation of results. Attendance at the department seminar is required.

Portfolio Development Courses

Students enroll in portfolio development classes to pursue independent or small-group study to complete the work required in her or his individualized course of study.

This work may include text-based or literature research, laboratory work, and computational research. The results of this work will be presented to the faculty and other students for assessment before credit is granted.

251-252, 353-354, 455-456 Portfolio Development I-VI. Variable credits. P/F. Students will contract with the faculty members regarding the nature and extent of the project including number of pass-fail

credits. Several students may choose to work together on the same or related material. Attendance at the department seminar is required.

250, 450 Special Topics. Variable credits. Offered on demand.

461 Physics Research Seminar. 1. All students taking theses or doing other research within the department are required to take this course in which students and faculty exchange suggestions, ideas, and insights into their research.

480 Physics Department Seminar. 0. All students taking a theory and practice course, a portfolio development course, PHYS 122, or thesis will be required to attend the Physics Department Seminar. During the semester, each student will give presentations on some aspect of the physics work on which he or she is currently working.

470 Research, Thesis, and Defense. 4.

490 Honors Research, Thesis, and Defense. 4. Although enrollment is normally during the fall of the final year, the student is expected to begin work during the intermediate years on research projects which will culminate, under guidance, in a well-defined research project. The thesis is normally written in the standard form for technical papers in physics as currently set forth in Volume 10 of the *Journal of Undergraduate Research in Physics*. An oral defense normally occurs during the spring of the senior year. Students are encouraged to present their papers at NCUR or another appropriate conference.

POLITICAL SCIENCE ---

Andrea K. Gerlak, Assistant Professor, Chair
Louis B. Fike, Associate Professor
Kenneth E. Gilmore, Assistant Professor

Political science is the study of politics and government. More broadly defined, it is the study of the values, procedures, actions, and institutions that relate directly or indirectly to the making of authoritative policy in society. At Guilford College political science is an integral part of the liberal arts curriculum. Perceived as both an art and a science, the discipline requires students to study political behavior in its philo-

sophical, cultural, historical, and institutional settings.

Degrees Offered. The Bachelor of Science and the Bachelor of Arts degrees are offered in political science.

Major Requirements. Eight courses (32 credits) are required for the major. All majors must take the four introductory courses in the discipline: The American Political System (PSCI 101), Political Systems of Western Europe (PSCI 102), Introduction to International Politics (PSCI 201), and Classics of Political Thought (PSCI 203). Four additional political science courses at the 200 level or higher must be taken to complete the major. Special Topic courses and Independent Study courses may be taken to fulfill requirements. Majors planning graduate studies are strongly urged to take Senior Thesis (PSCI 470). Thesis topics should be submitted to departmental advisers for approval near the end of the junior year.

All majors must complete four courses in a minor or related field outside the department. This should be done after consultation with advisers. Majors are encouraged to select minor fields related to their special interests or career plans after graduation. At least two of these courses must be at the 300 level or above.

Political Science and International Studies. Political science majors interested in International Studies may complete their major in the department with an emphasis in this field. Students may also double-major or complete a concentration in International Studies. A sound grounding in the theories and methodologies of the discipline are considered essential. It equips students for graduate studies in international affairs and provides a foundation for careers in international business, diplomacy, or other public policy sectors.

Majors following this track toward a degree in political science must take the four required introductory courses in the department. In consultation with advisers, they then select four advanced courses from departmental offerings such as PSCI 310, 311, 312, 338, 342, or Special Topic courses in international relations at the 400 level. In addition, they must select a minor in a related discipline. For example, majors interested in international business should take relevant courses in accounting and management.

Students with broader interests and career plans may complete the minor in such area studies as Asia,

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Africa, Latin America, or Western Europe. Language courses beyond the college requirement are essential and graduate study is strongly recommended. Close and continuous contact with departmental advisers is essential for political science majors following this course of study. Some electives must be used to complete the program. Interest should be declared during the second semester of the sophomore year.

Political Science and American Politics. Political science majors interested in American politics may complete their major in the department with an emphasis in this field. A solid grounding in the theories and methodologies of the discipline are considered essential. It equips students for graduate studies in American politics and provides a foundation for careers in American government, teaching, or other public policy sectors.

Majors following this track toward a degree in political science must take the four required introductory courses in the department. In consultation with advisers, they then select four advanced courses from departmental offerings such as PSCI 202, 204, 225, 435, 436, or Special Topics courses in American politics at the 400 level. In addition, they must select a minor in a related discipline. For example, majors interested in the criminal justice system should take relevant courses in justice and policy studies.

Political Science and Management. An increasing number of political science majors are entering the business world immediately after graduation. Those considering this kind of career should fulfill their minor requirement in accounting, economics, or management. In consultation with departmental advisers, majors with these interests may arrange a combination of courses from these departments. These interests should be declared during the second semester of the sophomore year and continuous contact with departmental advisers must be maintained.

The Minor in Political Science. Students from all departments in the college may complete a minor in political science. It is recommended that two of the four courses be at the 300 level or above. Special Topics courses and Independent Studies courses may be taken to satisfy the minor.

Departmental Honors in Political Science. Majors with a grade-point average of 3.50 or better in the

discipline and a 3.00 overall average may petition for admission into the departmental honors program. Departmental honors requires extensive reading in a selected area of the discipline and submission of an honors thesis written under the supervision of a member of the department. The honors program culminates in an oral examination evaluated by three members of the faculty, two of whom must be from the department, and an outside examiner. The designation of the course will be changed from Departmental Honors (PSCI 490) to Senior Thesis (PSCI 470) if the grade assigned is less than a B. Majors must petition for admission at the end of their junior year in the college. Admission is determined by the political science faculty.

Political Science and Teacher Education. Political science majors interested in certification to teach social science in public schools need to double-major in political science and education studies. Students should consult advisers in both departments to be certain that all requirements are satisfied.

Internships. Majors are strongly encouraged to complete an internship relating to their political science studies. Students participate in internships located in Greensboro, such as private law offices and local government agencies. Students may also elect to participate in the internship program in Washington, DC or state-based internship programs such as the Institute of Government and the North Carolina Government programs.

101 The American Political System. 4. The policy-making process in the United States, political culture, political ideologies, structure, and function of both official and unofficial political institutions. Counts toward social science requirement.

102 Political Systems of Western Europe. 4. Comparative analysis of the political systems of Great Britain, France, and Germany; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations. Counts toward social science requirement.

201 Introduction to International Politics. 4. International political conflict in the modern world with particular reference to major historical trends and

problems of war and peace. Counts toward social science requirement.

202 Politics of State and Local Government. 4. Government and politics in the American states; the federal system; the function of political parties and interest groups; the legislature, executive, and judiciary.

203 Introduction to the Classics of Political Thought. 4. Critical analysis of great works which reflect the fundamental themes and assumptions of Western political thought. Counts toward social science requirement.

204 Introduction to Public Policy. 4. An examination of the problems of developing sound public policy in areas such as the budget, the economy, social welfare, medical care, the environment, internal peace, liberty, national security, and the common good. Theory, structure, environment, strategy, instruments, and values. Case studies in selected areas of substantive policy. Lectures, research project, and examinations. Prerequisite: PSCI 101 or 102.

225 The American Presidency. 4. The concept of the executive. Nomination and election. Delegated, implied, and inherent powers. Relationship to other branches of American government.

250 Special Topics. 4.

270 The Politics of Nazi Germany. 4. A study of the origins of National Socialism and the emergence of the Nazi regime, terror and engineered consent, and the long-run consequences of Nazism.

310 Post-Soviet Politics. 4. An examination of Soviet and post-Soviet society, politics and public policy; a brief review of Russian political history and the origins of the Stalinist state; a study of Soviet political culture; and an investigation of current revolutionary developments shaping the post-socialist post-USSR future.

311 Comparative Political Parties. 4. Structure, roles, and functions of party systems in the policy-making processes of the Western democracies; special attention to the American party system.

323 Revolutionary Marxism. 4. Comparative study of varieties of revolutionary Marxist doctrine from Marx and Engels through Lenin, Trotsky, and Stalin to Mao; and a select survey of Marxist thought in Asia, Africa, and Latin America.

338 Seminar in International Politics. 4. Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems.

340 Politics and Strategy in World War II. 4. A study of the aims and strategic plans of the major belligerents of World War II, the military preparedness of the participants; the impact of politics and strategy on major military operations; the politics and diplomacy of coalition warfare; and the postwar consequences of wartime political and strategic decisions.

342 American Foreign Policy. 4. Institutions and processes involved in making American foreign policy; the substance and selected problems of contemporary policy.

415 National Security Policy. 4. Study of theory and practice related to strategy and the rise of force, formulation and execution of policy; and the international framework of national security issues, examined with consideration given to ethical dimensions of war and peace. Prerequisite: PSCI 201, 204, 338 or consent of the instructor.

435 Constitutional Law in the Political Process I (Justice and Policy Studies 435). 4. Role of the courts and judges in the policy-making process, with emphasis on the relationships among the three branches of the national government and between the national government and the states.

436 Constitutional Law in the Political Process II (Justice and Policy Studies 436). 4. Role of courts and judges in the policy-making process, with emphasis on the rights protected against national government and the states.

450 Special Topics. 4.

460 Independent Study. 1-4. Reading programs, tutorials, or field projects arranged between a student

and a faculty member; schedules and nature of the work to be accomplished are at the discretion of the instructor. Also offered at 260 level.

470 Senior Thesis. 4. Required of all students planning to enter graduate school. See department chairperson for rules and standards.

490 Departmental Honors. 4-8. College requirements; specific rules and standards of political science may be obtained from department chairperson.

PSYCHOLOGY

Richard L. Zueigenhaft, Dana Professor of Psychology, Chair

Jerry C. Godard, Dana Professor of Psychology and Literature

Kathryn A. Adams, Professor

Claire K. Morse, Professor

Catherine Kammenberg, Assistant Professor

Karen M. Tinsley, Assistant Professor

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth, respect for others, and social responsibility.

The psychology curriculum is designed to familiarize the student with current methods and theories in areas of investigation such as learning, personality, social interaction, motivation, perception, and development. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena; to become aware of the need for statistical knowledge in the manipulation of psychological data; to avoid the simple explanation; and to recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

Degrees Offered. The Bachelor of Science and the Bachelor of Arts degrees are offered in psychology.

Major Requirements. A major in psychology consists of eight courses (32 credits). Three of these are required of all majors: General Psychology (PSY 200), Research Methods (PSY 301), and either Theories of Personality or History and Contemporary Issues (PSY 441 or 445). The other five courses are to be distributed among intermediate level courses, advanced courses, and electives. Majors should consult with members of the department concerning the selection of these five courses. Interested students are encouraged to consider the possibility of a double major or a joint major. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other member of the department.

Field experiences are strongly encouraged. Recent majors have received credit through internships for activities such as work in the community with autistic, retarded, and emotionally disturbed children; with the elderly; with children at the Y.W.C.A. and shelter for homeless families; and with such organizations as Switchboard and the Crisis Control Center.

Similarly, the department encourages students to pursue their interests through independent studies in specific topics not offered as regularly scheduled courses. Should a student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. The department offers guidance toward graduate training.

200 General Psychology. 4. Introduction to the science of behavior including study of motivation, learning and remembering, the brain, perception and thinking, psychological testing, and behavior disorders. Counts toward social science requirement.

217 Literacy Seminar. 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

224 Developmental Psychology. 4. Psychological aspects of human growth and development from conception through death, with emphasis on emerging capacities, expanding behavior, and increasingly complex social interactions. Includes field work. Counts toward social science requirement.

232 Introduction to Personality. 4. The study of

personality from a variety of perspectives; emphasis on different theories, techniques of assessment, and research. Counts toward social science requirement.

290 Internship. 4. Field experiences which are individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors.

301 Research Methods. 4. Application of methods for collecting and handling behavioral science data and for drawing inferences from such data. Prerequisite: PSY 200.

302 Learning and Behavior Modification. 4. Laboratory course in theory and application of principles of conditioning and complex learning, including principles of reinforcement and stimulus control. Includes consideration of biological influences on the range of learned behaviors as well as introduction to cognitive approaches. Laboratory training in operant techniques. Prerequisite: PSY 200. Alternate years beginning 1999-2000.

310 Psychology and Literature. 4. This interdisciplinary study encourages speculation about ways in which fiction, poetry, and literary theory inform the understanding of psychological concepts, methods, and data, as well as considering psychological implications of particular literary works and the experiences of writing and reading them. Since the content will vary, details about the course will be provided each time it is offered. Prerequisite: PSY 200 or 232 or consent of the instructor.

332 Industrial and Organizational Psychology. 4. Application of psychology to problems of employee selection, motivation, training, work environment, and human relations in business, industry, and other organizations.

336 Exceptional Children and Adolescents. 4. Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically challenged, and emotionally disturbed. Includes field work. Prerequisite: PSY 224. Alternate years beginning 1998-99.

337 Emotional Disturbances in Childhood and

Adolescence. 4. Childhood and adolescent problems encountered by clinical psychologists, special education teachers, social workers, counselors and school psychologists examined in the context of normal child development. Emphasis is on psychological factors in deviant and disturbed behavior and treatment procedures. Includes field work. Prerequisite: PSY 224 or 232. Alternate years beginning 1999-2000.

340 Psychobiology (Biology 340). 4. Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years beginning 1998-99.

342 Abnormal Psychology. 4. Abnormal behavior studied in the context of modern life; genetics, socio-cultural milieu, and learning in the development and amelioration of behavioral abnormality. Prerequisite: PSY 200 or 232.

343 Sensory Systems (Biology 343). 4. Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years beginning 1999-2000.

347 Social Psychology (Sociology/Anthropology 347). 4. Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: PSY 200 or 232 or consent of the instructor.

441 Theories of Personality. 4. Major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Open to senior psychology majors or by consent of the instructor.

445 History and Contemporary Issues. 4. Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Open to senior psychology majors or by consent of the instructor.

450 Special Topics. 4. Recent offerings include Aging, Family Ghosts, Mass Media, and Class, Race, and

Gender. May also be offered at 250 level.

460 Research Topics. 1-4. Intensive reading and/or independent research on a topic of interest to the student. By departmental approval. May also be offered at 260 level.

470 Senior Thesis. (staff) 4.

490 Departmental Honors. (staff) 4-8.

RELIGIOUS STUDIES

Joseph W. Groves, Professor, Chair
John H. Stoneburner, E.F. Craven Professor of
Religious Studies

R. Melvin Keiser, Professor

David L. Barnhill, Associate Professor

Religion is the dimension of mystery and ultimate meaning in life. In the exploration of this dimension through religious studies, the student encounters many questions of both personal and cultural import. Since these questions are inherently interdisciplinary, explorations of them involve not only religion but also the intersection of religion with the humanities and the arts, the natural and social sciences.

Central to the tradition of the Society of Friends is the individual religious quest into the complexity of existence. The religious studies faculty seeks to encourage students in this quest, making them aware of real and difficult questions and assisting them in working out personal answers in the light of solutions offered by contemporary culture, the Christian tradition, and other religious traditions.

Students major in religious studies for various reasons: to acquire a deep and broad liberal arts education; to prepare for graduate school in order to teach in college or high school; or to prepare for careers in ministry, religious education, counseling, service and social work, or other fields that benefit from training in religious studies.

Courses are offered at different levels, each of which has specific expectations and goals. The 100-level courses are introductory, designed for first-year and sophomore non-majors. They are accessible to entering first-year students, though perhaps with some difficulty. Normally only one 100-level course can count toward the major.

The 200-level courses are advanced introduc-

tory courses which function as core courses for the major. They are designed to serve as initial courses in the department for sophomores, juniors, seniors, and for beginning majors. Majors normally take several courses at this level.

The 300-level courses are designed for majors and for upper-level students with a strong interest in the subject matter and a background in the humanities. Religion 310 courses have no prerequisites, but assume an ability to integrate disciplines in a sophisticated manner. Other 300-level courses are designed primarily for majors and assume at least one course in religious studies. Courses are usually offered in a seminar format which requires active participation by all class members. Majors should have several 300-level courses.

The 400-level courses are small seminars that usually examine one or a few thinkers or issues in depth. They are designed for advanced majors or, by permission, exceptionally interested and qualified non-majors.

Degrees Offered. The Bachelor of Arts degree is offered in religious studies.

Major Requirements. The major can be completed by fulfilling one of three tracks: Western, Comparative, or Self-Designed. In both the Western and Comparative Tracks, students take at least one course in each of six areas:

1. Contemporary Issues

- 212 Existentialism and the Death of God
- 220 Belief and Unbelief
- 222 Feminist Theology
- 415 Contemporary Theology (required of students in the Western track)
- 422 Contemporary Religious Problems

2. Biblical Studies

- 215 Hebrew Bible
- 216 New Testament

3. Ethics

- 103 Voices from the Black Liberation Movement
- 205 Confucianism*
- 233 Peace, War, and Justice
- 330 Nonviolence (Theories and Practice)

4. Comparative Religions

- 105 East Asian Religions

- 106 Religious Meaning in Japanese Film and Literature
- 203 Buddhism
- 204 Islam
- 205 Confucianism
- 251 Primitive Myth
- 310 Islam and Modernization
- 310 Religion and Literature in Japan

5. Western History

- 101 History of Religion in America
- 110 Quakerism
- 235 Quaker Origins
- 337 History of Christianity (required of all majors)

6. Interdisciplinary Perspectives

- 310 Religious Freud
- 310 Science and Religion
- 310 Dante and the 20th Century
- 310 Modern Poetry and Religion
- 310 Islam and Modernization*
- 310 Religion and Literature in Japan*
- 310 Humanistic Ecology

** Courses may count simultaneously in one of the six areas and as one of the Comparative courses.*

Western-track students may count a maximum of two comparative religion courses toward the eight required courses. Students in the Comparative track take at least four Comparative courses and at least three Western courses (REL 215 or 216, REL 337, and a Contemporary Issues course). In addition to courses in these six areas, majors in the Western and Comparative tracks are required to take the Junior Year Colloquium (REL 390) plus two additional elective courses, for a minimum total of 33 credits in the major.

The Self-Designed Track is for majors who want to create their own program with a specific focus, such as ethics (for example, race, war, gender, class, environment), religion and interdisciplinary studies (for example, religion and literature, religion and the natural sciences), and philosophy of religion (the nature of the religious or the nature of the different methodologies used in religious studies). Students opting for this track must have demonstrated the ability to engage in substantial independent reflections on religion and must show a sufficient understanding of religious studies and their place within it in order to create their own course of study. In formulating their

track, students articulate how their religious studies courses interrelate into a coherent course of study and how they contribute to the chosen focus.

Each self-designed course of study is formulated in conjunction with the student's adviser and is approved by the department as a whole. It is expected that every self-designed course of study will involve at least one course from each of the department's faculty and at least four upper-level courses (300s and 400s). Majors in this track are required to take the Junior Year Colloquium (REL 390) and have a minimum total of 33 credits in the major. Applications for the Self-Designed Track are normally submitted by the first semester of the student's junior year.

The major offers further opportunities for specialized study through Independent Studies, Senior Theses, and Internships. The Frederic and Margaret Crownfield Prize is awarded annually to the student writing the best paper in religious studies. The student presents the paper in a public reading.

100 Myth, Dream, Metaphor. 4. Consideration of the nature of religion within existence by exploring how symbols function in dream, myth, and literature through such writers as Jung, Freud, Proffitt, Eliade, Campbell, Ricoeur, McFague, Hopkins, Dylan Thomas, Woolman, and C. S. Lewis. Counts toward humanities requirement.

101 History of Religion in America. 4. Exploration of development of religion in American culture through writings from Native Americans, Puritans, the Enlightenment, Transcendentalists, Revivalists, Utopians, African American Religion, and 20th-century theological views of American religious history, in the effort to make students more aware of their religious heritage and to help them clarify personal views about religion. Counts toward humanities requirement.

103 Voices from the Black Liberation Movement. 4. From 1955-75 a variety of seminal voices spoke of the need for racial justice in the U.S. This course studies voices such as those of Martin Luther King, Jr., Malcolm X, Angela Davis, and Fannie Lou Hamer to understand how issues of racial justice were articulated in this foundational period and to help each student construct a social ethic around racial justice for today. Counts toward humanities requirement.

105 East Asian Religions. 4. A study of the variety of

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religious beliefs and practices in China and Japan. Examines representative examples of Confucianism, Taoism, Neo-Confucianism, and Buddhism, as well as a modern religious cult in Japan. The first half of the course focuses on religious philosophy in China; the second half focuses on popular religion in Japan. Fulfills intercultural requirement or counts toward humanities requirement.

106 Religious Meaning in Japanese Film and Literature. 4. A close examination of six Japanese films (*Rashomon*, *Throne of Blood*, *Ikiru*, *Fires on the Plain*, *Harp of Burma*, and *Woman in the Dunes*) and their literary sources (including *Macbeth*). Several definitions of religion are critically applied to the films in order to discover religious meaning in the films and texts and to question our understanding of the nature of religion. Fulfills intercultural requirement or counts toward humanities requirement.

110 Quakerism. 4. Origins and development of the theology, social testimonies, and institutional structure of the Quaker movement from the mid-17th century to the present, and their relevance to non-Quaker thought and life. Counts toward humanities requirement.

203 Buddhism. 4. An examination of the techniques used to achieve the enlightenment experience, and the philosophic ideas associated with it. Examines the Buddhist critique of normal consciousness. Includes both Theravada and Mahayana, and focuses on Zen and Japanese Buddhism. Fulfills intercultural requirement or counts toward humanities requirement.

204 Islam. 4. Examines the historical origins of Islam through a study of Muhammad, the Qur'an, and the basic acts of faith. Introduces students to some of the variety within Islam through examining Sunni, Shi'a, Sufi, and popular Islam as modes of religious expression. Fulfills intercultural requirement or counts towards humanities requirement.

205 Confucianism. 4. An examination of major representatives of Confucian thought. Focuses on five Confucian philosophers (Confucius, Mencius, Hsun Tzu, Chu Hsi, and Wang Yang-Ming) as well as the Taoist, Chuang Tzu. Fulfills intercultural requirement or counts toward humanities requirement.

212 Existentialism and the Death of God. 4. An investigation of freedom, self, death, and God in the works of Christian, Jewish, and atheistic Existentialist thinkers such as Sartre, Marcel, Buber, Camus, Keen, Tillich, and Arendt. Counts toward humanities requirement.

215 Hebrew Bible. 4. An examination of the Hebrew Bible with a dual focus: an exploration of religious expression through a consideration of literary style; and a study of the nature and possibility of historical reconstruction of Israelite political forms, economic structures, religious institutions, and social structure. Counts toward humanities requirement or satisfies history requirement.

216 New Testament. 4. Explores the literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Counts toward humanities requirement.

220 Belief and Unbelief. 4. An examination of the intellectual and moral critiques that such thinkers as Darwin, Marx, Freud, and Camus have made about religion, and the responses of such theologians as Cobb, Niebuhr, Gutierrez, Reuther, Heschel, and Tillich. Counts toward humanities requirement.

222 Feminist Theology. 4. An exploration of 19th- and 20th-century feminist religious and theological writers. Considers such issues as the role of religious systems both in establishing and sustaining sexism, and in being agents of transformation and justice; sexism and God-language; patriarchal and egalitarian views of human nature; women and ritual; and feminist views of society. Counts toward humanities requirement.

233 Peace, War and Justice. 4. An exploration of models for social ethics focusing on Christian attitudes toward violence and nonviolence. Deals with both historical and contemporary attitudes such as just war, crusade, liberation theology, and pacifism. Applies these attitudes to contemporary problems (nuclear war, guerrilla war, terrorism, etc.). Counts toward humanities requirement.

235 Quaker Origins. 4. An investigation of the emer-

gence of Quakerism out of Puritan, Reformation, and mystical backgrounds. Focuses on the development of Quakerism in the latter half of the 17th century in terms of theology, social testimonies, and institutional organization; and its relevance to non-Quaker currents of thought and life, both then and now. Counts toward humanities requirement.

251 Primitive Myth. 4. An examination of the nature and function of myth and symbol, and of the relationship of myth to self, sexuality, society, nature, time, and ultimate reality. Explores why primitive cultures engage in imaginative play in story and ritual, and whether there is a comparable mythic dimension in our modern scientific culture. Primitive myth is compared to modern mythology through such thinkers as Campbell, Sewall, Eliade, Jung, Long, Pannikar, Gadon, and Cassirer. Counts toward humanities requirement.

310 Interdisciplinary Perspectives. 4. An exploration of problems lying on the boundaries between religion and the natural or social sciences and the humanities. Topics may include Freud, Jung, Rank (with psychology); science and religion (with chemistry or geology); Dante, Arthurian myth, modern poetry and religion (with English); African American literature and religion; religion and literature in Japan; Islam and modernization. This course may be taught jointly by faculty from different disciplines and, with changes in content, may be repeated more than once. Counts toward humanities requirement.

330 Nonviolence: Theories and Practice. 4. An exploration of social ethics focusing on nonviolent expression in a variety of religious and secular traditions (Christianity, Hinduism, Buddhism, social science, feminism, etc.). Emphasis on a global context for developing one's own ethic of nonviolence by developing techniques of nonviolent response and creating symbol systems appropriate to nonviolence. Prerequisite: one course in religious studies, or one course in peace and conflict studies, or consent of instructor. Counts toward humanities requirement.

337 History of Christianity. 4. Traces the development of Christianity from its beginnings through the end of the 19th century by a consideration of major thinkers, events, and institutions. Prerequisite: two religious studies courses or consent of instructor.

390 Junior Year Colloquium. 1. Students reflect collectively on the study of religion and its relationship to the liberal arts, to their own college career, and to life outside of college. Students complete an intellectual autobiography to further their self-understanding as students of religion. For majors in their junior year.

415 Contemporary Theology. 4. The contemporary Christian theological analysis of and struggle with the nature of self and God is examined in relation to forms of social domination (sexism, racism, classism, militarism, and anti-Judaism) through consideration of religious thinkers such as H.R. Niebuhr, Ruether, Keller, Heyward, Nelson, Cone, Cannon, Boff, and van Buren. Prerequisite: REL 337 or consent of instructor.

422 Contemporary Religious Problems. 4. An exploration of one major contemporary thinker or problem, such as Religion, Language and the Body (Merleau-Ponty); God and Language (Wittgenstein); or Religion and Symbol (Ricoeur). With changes in content, this course may be repeated more than once. Prerequisite: consent of the instructor. Counts toward humanities requirement.

450 Special Topics. 4. Possible offerings include Feminine Images in Biblical and Christian Literature; Propheticism: Archaic, Biblical, and Modern; Passion: From Plato to Polanyi; or Social Reform and Personal Therapy: 19th- and 20th-century American Religion. May also be offered at 250 level.

460 Independent Study. 1-4. The individual formulation and completion of the study of a significant problem in the field of religion, such as Play, Celebration and Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination; or Women in Modern Japanese Religion. May also be offered at 260 level.

470 Senior Thesis. Credit variable. Individual study culminating in a thesis, which, in consultation with the adviser, may be submitted for departmental honors. A senior thesis requires a prior semester's preparation (a 2- or 4-credit independent study) which can be counted either as a REL 460 or as part of the Senior Thesis (REL 470).

490 Departmental Honors. 4-8.

SOCIOLOGY/ ANTHROPOLOGY

Laura L. O'Toole, Assistant Professor, Chair
Vernie Davis, Professor,
Alejandro Cervantes-Carson, Assistant Professor
Tim Pettyjohn, Visiting Instructor

Sociology and anthropology study society and culture. Since people live every aspect of life within a complex, sociocultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Sociology and anthropology help provide specific knowledge and theoretical frameworks as bases for understanding our relationships with society, culture, and each other, and for comprehending and guiding sociocultural change.

The Sociology/Anthropology Department uses the methods, theories, and content of both fields in a scientific and humanistic context that emphasizes an objective appraisal of social life, concern for its quality, and techniques for its improvement. Career preparation is important in the department and is based on the concept of sociology/anthropology as both humanistic and scientific.

During the college years, there are many opportunities for internships with various kinds of private and public agencies, independent study projects, off-campus seminars, special topics seminars, and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student and who have made major commitments to high-quality teaching. A semester or a summer of study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen the cross-cultural perspective.

In addition to the specific content listed, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

Degrees Offered. The Bachelor of Arts and Bachelor of Science degrees are offered in sociology/anthropology.

Major Requirements. The major consists of eight courses (32 credits), four of which are specifically required courses—either Principles of Sociology or

Social Problems (SOAN 101 or 102), Cultural Anthropology (SOAN 103), Methods of Research (SOAN 339) and Social Theory (SOAN 340). In order for students to have varying degrees of challenge in their programs, no more than two 100-level courses and no more than four 100- and 200-level courses count toward the major. Of the other four courses students must select at least one at the 300 level and at least one 400-level seminar. Additional 100- and 200-level courses can be taken as electives or to meet certain college distribution requirements.

Beyond the four courses specifically required, the variety of offerings makes it possible for each student to tailor a program to individual interests and long-range plans. These plans may be implemented by various emphases within the sociology/anthropology program: students may train for a wide range of careers, may prepare for graduate school, or may seek certification for secondary school teaching. A minor field or a concentration, arranged with the help of an adviser, supports and broadens the emphasis in the major.

Requirements for a Minor in Sociology/Anthropology. Students from all departments of the college may complete a minor in Sociology/Anthropology. It consists of four courses in the department, two of which must be at the 300 level or above. Special topics courses and independent studies or internships may be taken to satisfy the minor.

101 Principles of Sociology. 4. The most significant principles developed in the field illustrated through problems and cultural area studies; scientific approaches to the study of society, culture, social structure, and social processes. Counts toward social science requirement.

102 Social Problems. 4. Develops a comprehensive definition of a social problem and a frame of reference for the study of problems. Covers some of the major problems of contemporary societies. Emphasis on U.S. conditions and potentials for social change, with applications toward understanding global issues. Counts toward social science requirement.

103 Cultural Anthropology. 4. Introduction to the study of culture and society in comparative perspective. Utilizes various approaches of anthropologists and data from societies around the world in order to

illustrate the nature and functions of culture and social structures. Of special concern is the contribution that cultural diversity makes toward understanding the problems of the modern world. Counts toward International Studies major and Peace and Conflict Studies concentration. Counts toward social science requirement.

205 Juvenile Justice and Delinquency (Justice and Policy Studies 205). 4.

213 Social Stratification. 4. The study of unequal ranking and rewarding of resources in societies and social organizations. Social stratification focuses on analysis of the causes and consequences of structured inequality based upon social class, race, and gender through reviewing central theories and research on these systems. The mediation of other social characteristics such as age, sexuality, and religious affiliation in the stratification process is also considered.

217 Literacy Seminar. 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

220 Building Community (Justice and Policy Studies 220). 4.

244 Conflict Resolution Strategies (Justice and Policy Studies 244). 4.

265 Racial and Ethnic Relations. 4. Explores racial and ethnic differences and similarities in a global perspective. Utilizes case studies to examine attitudes about race and ethnicity. Analyzes the present status of racial and ethnic groups and the dynamics of their changing relations. Counts toward African American Studies concentration.

290 Internship. 4. Supervised and reported experience in social agencies, organizations, or related institutional services. Only four credits may count toward major.

313 Sociology of Sex and Gender. 4. Analyzes gender stratification and the social construction of masculinity and femininity within specific socio-historical contexts. The social organization of sexuality and gender roles within institutions such as the family, labor

force, education, and health care are also explored. Other central issues include sexual violence and the emergence of social movements focused on gender and sexual equality. Prerequisite: SOAN 101 or 102.

321 Development Anthropology. 4. Comparative study of planned and unplanned development, particularly as it affects rural and traditional societies. Emphasis upon the intersection of capital and technological changes, and inequalities predicated on ethnicity, class, and gender. Utilizes case studies to examine modernization, dependency, and world systems theories. Fulfills intercultural requirement. Prerequisite: SOAN 103.

333 Criminological Theory (Justice and Policy Studies 333). 4.

339 Methods of Research. 4. Examination of scientific methods; the philosophy, logic, and potential of social science; introduction to the major research methods and techniques of sociology and anthropology. Open only to majors or by consent of the instructor. Prerequisites: SOAN 101 or 102 and SOAN 103.

340 Social Theory. 4. Examination of theoretical models from early philosophical bases. Primary focus on 19th- and 20th-century sociocultural theorists and the development of central sociological/anthropological paradigms. Emphasis on the integration of classical and contemporary theory into a more useful framework for understanding individual social development, social organization, and social change. Open only to majors or by consent of the instructor. Prerequisites: SOAN 101 or 102 and SOAN 103.

345 Personal and Social Change. 4. Utilizes various models to examine the processes of culture change. Explores role of individuals in social change. Looks at practitioners of change and explores value implications of different models as well as strategies for intervention. Counts toward Peace and Conflict Studies concentration. Prerequisite: SOAN 101, 102, or 103.

347 Social Psychology (Psychology 347). 4.

353 Peoples and Cultures of Latin America. 4. Introduction to social and cultural conditions in Latin America with an emphasis upon contemporary cultures and societies, current levels of development, and

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social problems. Looks at historical antecedents, including Iberian and pre-Colombian cultures, discovery and conquest, and colonial empires and institutions. Fulfills intercultural requirement. Prerequisite: SOAN 103.

358 African Cultures. 4. Survey of traditional culture patterns in Africa south of the Sahara; examination of the processes of change in contemporary Africa. Profiles of African cultures as seen by anthropologists and African writers. Fulfills intercultural requirement. Prerequisite: SOAN 103.

365 Community Power and Organization. 4. Basic concepts and approaches in the study of community power and organization. Emphasis on theoretical and methodological analysis of community power. Applies the methods of community analysis to a specific field study of a local community organization. Combines sociological theory and practice in understanding local social issues. Prerequisite: SOAN 101, 102, or 103.

450 Special Topics. 4. Recent topics have included Minority/Majority Relations in the Middle East; Gender in Organizations; Peace and Conflict; Arab/Jewish Relations; Social Organization of Work; Gender Violence; Culture, Conflict, and Negotiation. Prerequisite: SOAN 340 or permission of instructor. Also offered at 250 level.

460 Independent Study. 1-4. Also offered at 260 level.

470 Senior Thesis. 4.

490 Departmental Honors. 4-8. Honors and credit for grade of B or above; credit only for grade less than B.

SPORT STUDIES

Kathleen A. Tritschler, Associate Professor, Chair
Joyce P. Clark, Associate Professor

Programs in the Sport Studies Department include professional preparation in sport management, sports medicine (general track and athletic training specialization), and physical education (non-certification track only).

An elective physical activity program is also offered by the department. Students in the elective activity program may count up to four academic credits toward graduation. Courses vary by semester. One-credit courses include horseback riding, racquetball, rock-climbing, swimming, tennis, yoga, and weight training. These courses may be repeated up to three times for credit. Two-credit elective physical activity courses include ballet, modern dance I and II, and jazz dance. Check with the department chair regarding current policy for number of times these courses may be repeated for credit.

Degrees Offered. A Bachelor of Science degree program in sport management is offered for those students desiring a career in one of the many segments of the sport and fitness business communities. This interdisciplinary program is conducted in cooperation with the Management Department.

A Bachelor of Science degree program is offered in sports medicine. Students desiring to pursue careers in sport injury management (athletic training), allied medical/health fields (e.g., physical therapy), or exercise science are afforded the opportunity to study in the specific area of their choice. Check with the department chair regarding current status of CAAHEP certification in athletic training.

A Bachelor of Science degree program in physical education is offered for those students interested in motor skill acquisition and pedagogy. This is a non-certification track. Students may, however, focus their coursework to prepare for graduate school in physical education or adaptive physical education and teaching certification.

All three sport studies major programs contain strong interdisciplinary and field-based components with significant opportunities for practical experiences. Students may double-major in two of the department majors by completing all requirements for each of the two majors.

Major Requirements. A major in sport management consists of a minimum of 32 credits in the major and 20 credits in related courses. Required major courses are: SPST 244, 247, 332, 432, 250 (Sociology of Sport & Physical Activity), 441, 438/439, plus two other sport management courses. Required related courses are: ACCT 201 & 202, MGMT 241, 324, and 321 or 341.

A major in sports medicine (general track)

consists of a minimum of 36 credits in the major and 16 credits in related courses. Required major courses are: SPST 244, 247, 332, 432, 321, 323, 421, 428/429, plus two other sports medicine courses. Required related courses are: BIOL 341 & 342, and CHEM 111 & 112 or PHYS 211 & 212.

A major in sports medicine (athletic training specialization) consists of a minimum of 38 credits in the major and 16 credits in related courses. Required major courses are: SPST 244, 247, 332, 432, 323, 321, 245, 250 (Therapeutic Modalities & Rehabilitation), 250 (Psychology of Sport & Physical Activity), and 450 (Advanced Concepts of Athletic Training). Required related courses are: BIOL 341 & 342, and CHEM 111 & 112 or PHYS 211 & 212.

A major in physical education consists of a minimum of 36 credits in the major and 16 credits in related courses. Required major courses are: SPST 244, 247, 332, 432, 250 (Motor Learning), 321, 323, 450 (Preprofessional Experience in Physical Education), plus two other physical education courses. Required related courses are: BIOL 341 & 342, and two other adviser-approved courses.

100 Elective Activities. 1. Instruction in a variety of sport and fitness activities.

101-105 Professional Activities. 1. Courses designed to provide the physical education major with knowledge and skills in movement/sport areas that are essential to public school physical education instruction. Each course includes analysis of movement/sport skills, teaching progressions, drills, and materials and methods for instruction.

101 Professional Activities: Volleyball & Tennis.

102 Professional Activities: Basketball & Softball.

103 Professional Activities: Soccer & Track/Field.

104 Professional Activities: Gymnastics & Dance/Rhythms.

105 Professional Activities: Aquatics & Outdoor Adventure.

200 Fitness for Living. 2. A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its rela-

tionship to fitness, the development and implementation of personal fitness programs, and the relationship of fitness to health. Laboratory, lecture and participation.

230 Introduction to Sport Management. 4. An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports and fitness business communities. Course includes development of a resume and a professional portfolio.

242 First Aid. 2. A study of basic first aid and emergency care procedures resulting in certification in first aid and cardiopulmonary resuscitation (CPR).

244 Health and Wellness Promotion. 4. A study of the basic concepts of and promotion of personal and community health from a wellness perspective. Emphases are on contemporary health issues of special concern to young adults and health issues of professional concern to those aspiring to careers in sports or fitness.

245 Prevention and Care of Physical Activity Injuries. 4. An examination of current practices and procedures in the prevention and care of physical activity and sports injuries.

247 Historical and Philosophical Perspectives on Sport. 4. A study of the American sporting heritage and significant historical influences on it from other cultures. "Sport" in this course is used to include amateur, professional, and school sports, fitness, recreation, and dance. Emphasis on sport leaders and the innovations that have shaped American sport. Also examined are philosophical beliefs and ethical dilemmas of various historical time periods.

250 Administration of Campus Recreation. 1. Field experience in the administration of campus intramural and recreation programs.

250 Ballet. 2. An introduction to the art of ballet. It explores technique in barre and centre practice, vocabulary, critical viewing, and the creative process.

250 Jazz Dance. 2. An introduction to the art of jazz dance. Emphasis on style and acquisition of an explosive performance quality. Technical study includes iso-

lations, turns, placement, and strengthening. Course content also includes critical viewing of works and involvement in the creative process.

250 Modern Dance I. 2. An introduction to the art of modern dance. Course explores selected established techniques with emphasis on the use of contraction/release and suspension/fall. Students are introduced to concepts of alignment, strengthening and release, while guided in the discovery of their own expressive potential. Live musical accompaniment for classes.

250 Modern Dance II. 2. Continuing study of the art of modern dance. Live musical accompaniment for classes. Prerequisite: permission of the instructor.

250 Folk, Square, & Social Dance. 2. Study of popular folk, square, and social dances in American and other cultures. Emphasis on rhythmic and stylistic elements. Content also includes teaching methods and materials.

250 Adapted Physical Activity & Sport. 4. A study of methods and materials used in teaching adapted motor skills and fitness to children and adults. Required field experience in an adapted physical education or recreation setting.

250 Motor Development. 4. A study of the processes that characterize human motor responses. A lifespan approach, from conception to death, is employed.

250 Motor Learning. 4. A study of the neuromuscular processes involved in motor skill acquisition and performance in sport and rehabilitative settings. Emphasis is on the adult learner.

250 Psychology of Sport & Exercise. 4. An examination of basic psychological theories and research related to sport and exercise behavior.

250 Sociology of Sport & Exercise. 4. An introduction to basic sociological theories as they apply to sport and other forms of physical activity. Students learn to think more critically about sports as a part of social life. A seminar approach is used to explore issues in making sports more democratic and sport participation accessible to all people.

250 Facility & Event Management. 4. An overview of job responsibilities of sport/recreation facility managers and event coordinators. Through class projects and on-site visits, students will experience what it is like to carry out a wide variety of activities related to the management of a sport facility or sporting event. Current issues and future trends are also studied.

250 Facility Planning & Construction. 4. Fundamentals of and current trends in planning and design, emphasizing athletic, physical education, and recreation facilities. Field trips to evaluate facilities on-site.

250 Risk Management in Sport. 4. A focus on legal liability and risk management in a wide variety of sport and exercise programs and facilities.

250 Sport Marketing. 4. Fundamentals of marketing sport and of using sport to market other products. Focus on product definition, branding, distribution channels, advertising, and promotion.

290 Internship in Sport Studies. 2-4. Supervised internship in sport management, sports medicine, or physical education. Prerequisite: adviser permission.

321 Kinesiology. 4. A study of the neuromuscular and biomechanical principles that affect the safety, effectiveness, and efficiency of human movement. Emphasis is on movement for sport, fitness, and activities of daily living. Prerequisite: BIOL 341.

323 Exercise Physiology. 4. A study of human physiological responses to the stress of physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory, and nervous systems, and various training programs and testing procedures related to each system. Prerequisites: BIOL 341 and 342.

332 Research Methods in Sport Studies. 4. A study of the methods and materials utilized in research in sport studies. Focus on the consumption and production of research. Writing intensive. Must be junior or senior. Prerequisite: permission of instructor. MATH 112 recommended.

347 Elementary Physical Education & Youth Sport. 4. A study of methods and materials used in teaching physical education to children in grades K-6. An individualized movement approach to instruction is

emphasized. Includes curricular models and program administration. Has required field experience in an elementary school or youth sport instructional setting.

351-359 Seminars in Athletic Coaching. 2. Field-based courses that examine coaching of a particular sport. Content includes conditioning techniques, skill instruction, strategy development, and various coaching systems. Credit is given for up to three seminars.

351 Seminar in Coaching Football

352 Seminar in Coaching Basketball

353 Seminar in Coaching Volleyball

354 Seminar in Coaching Baseball/Softball

355 Seminar in Coaching Track/Field
(Other coaching seminars offered periodically.)

360 Seminar in Physical Education Teaching. 1. A field-based course that provides firsthand observation and experience in teaching physical education content in a school environment. May be repeated for credit up to three times.

370 Special Populations Seminar. 1. A field-based course that provides firsthand observation and experience in teaching physical movement activities to one or more persons with special needs. Setting may be a school, clinic, hospital, etc. May be repeated for credit up to three times.

421 Perspectives in Nutrition. 4. A study of the science of nutrition, especially as it applies to humans engaged in sport and exercise. Content includes nutrition basics, energy-yielding nutrients, energy production and balance, vitamins and minerals, and nutritional effects on the life cycle. Fulfills nonlaboratory science requirement.

250 Therapeutic Modalities & Rehabilitation. 4. Study of physiological principles and operational procedures of contemporary therapeutic modalities and therapeutic exercise as they relate to the care and treatment of sport and exercise injuries. Prerequisite: SPST 245.

428-429 Preprofessional Experience in Sport

Medicine I, II. 2-4, 2-4. Career-related field experience in sports medicine. Must be second-semester junior or senior. Prerequisite: permission of instructor.

432 Legal Aspects of Sport. 4. A study of legal concerns in sport and exercise programming. Emphasis is placed on those legal issues that relate to amateur sports.

438-439 Preprofessional Experience in Sport Management I, II. 2-4, 2-4. Career-related field experience in sport management. Must be second-semester junior or senior. Prerequisite: permission of instructor.

441 Organization and Administration of Sport & Exercise Programs. 4. A study of the organizational and administrative processes in athletic and exercise programs and school physical education programs. Emphasized are administrative philosophies, programming, legal issues, and budget theory. Must be junior or senior.

443 Measurement and Evaluation in Sport & Exercise. 4. A study of common assessment procedures used in sport and exercise programs. Includes procedures for psychomotor, affective, and cognitive measurement. Prerequisite: SPST 244. MATH 112 recommended.

450 Special Topics. 4. May also be offered at the 250 level.

450 Advanced Concepts in Athletic Training. 4. Advanced study of prevention and rehabilitation of injuries and illnesses occurring in humans involved in sport and exercise. Prerequisites: SPST 245, 321, and 323.

450 Preprofessional Experience in Physical Education. 2-4. Career-related field experience in physical education. Must be second-semester junior or senior. Prerequisite: permission of instructor.

460 Independent Study. 1-4. Independent study or research in an area of special interest under the direction of appropriate faculty. Prerequisite: permission by the department. May also be taken at the 260 level.

THEATRE STUDIES

Jack Zerbe, Assistant Professor, Chair

Ellen J. O'Brien, Professor

Jan Chambers, Visiting Assistant Professor

Robert J. Elderkin, Visiting Assistant Professor

The Theatre Studies Department cultivates the capacity of students to create and appreciate theatre that explores and illuminates the human condition. The course of study seeks to produce creative artists with intellectual acuity, refined craft, and a heightened appreciation for issues of social justice. We nurture individuals who want to make a difference in the world by taking constructive action through the art form of theatre.

The program offers both majors and non-majors the chance to experience the collaborative process by which actors, designers, directors, scholars, and technicians interpret a playscript and translate a shared vision of its meaning into the medium of theatrical production. Classes develop the skills essential to that process:

- critical thinking
- research methods
- communication
- team-building
- time management
- leadership

The integration of theory and practice is fundamental to the program, as it is to successful theatre, and the conceptual learning of formal course work is therefore augmented by laboratory work in the form of theatrical productions. Productions are chosen with attention to the developmental needs of the current student population. In a four-year period, students will experience a broad range of styles and periods of dramatic literature in performance.

Faculty members are also practicing theatre artists, working in professional theatre as actors, directors, text coaches, designers, or technicians.

Recognizing that guest artists are essential to the vitality of any theatre program, the department brings practicing theatre artists of high calibre to the campus to work with students. Past guest artists have included Mark Rucker, freelance director and winner

of numerous awards for his productions; Danny Scheie, actor and director with a national reputation for his innovative stagings of classic comedies; Iva Walton, San Francisco scenic designer and winner of the Bay Area Critics' Circle Award; Robby MacLean, sound designer and formerly a member of the production company for *Stomp*; and Susan Yankowitz, an award-winning playwright formerly with the Open Theatre.

Degrees Offered. The Bachelor of Arts degree is offered in theatre studies.

Major Requirements. The major requirements foster a holistic vision of theatre's component parts while giving students an opportunity to develop their own areas of talent and expertise through the selection of elective courses.

The current set of major requirements are as follows:

- Fundamentals of Design (THEA 155)
- Play Production (THEA 160)
- Fundamentals of Acting (THEA 205)
- Fundamentals of Directing (THEA 261)
- Drama and Theatre I (THEA 300)
- Drama and Theatre II (THEA 301)
- Four Practicums
- Two four-credit electives chosen from other Theatre Studies offerings.

In addition, students are currently required to complete a related field of four courses which supports the student's particular focus within the major:

- Shakespeare class
- Non-Shakespearean dramatic literature course
- Any two other courses from outside the department which connect with the student's area of interest.

Summer internships in professional theatre are strongly encouraged as an integral part of a theatre education. Where appropriate, such internships may be used to fulfill part of the practicum requirement.

Beginning in academic year 1999-2000, the department will implement a new set of major requirements which reflect the national standards for a liberal arts education in theatre as articulated by the National Association of Schools of Theatre. The depart-

ment strongly urges that new students opt to graduate under the new model. Questions regarding registration for appropriate substitute courses during the transition year of 1998-1999 should be directed to the department chair.

The department's proposed new set of major requirements are as follows:

- Interpretation
Interpretive Analysis (New Course)
- History
Western Theatre History I (Revised Course)
Western Theatre History II (Revised Course)
- Dramatic Literature
Studies in Dramatic Literature(modern)
Studies in Dramatic Literature(pre-modern)
- Performance
Fundamentals of Acting
- Technical Production and Design
Play Production
Costume Design or Set Design
- Two Electives
Chosen from Acting Studio, Voice and Body, Dance, Play Direction (renamed course), Directing Studio, Advanced Design (New Course), Make-up (New Course), East Asian Theatre (New Course), various dramatic literature offerings and Special Topics courses.
- Production Work
6 credits of Practicum (options include Stage Management, Properties Management, Costuming, Lighting, Publicity, Sound, Box Office, House Management, Makeup, and Scene Painting). Assigned by faculty after consultations with students.

In addition to the "basic major," students may be able to choose a specific track (acting, design, or directing) with a required concentration of extra-departmental courses.

155 Fundamentals of Design and Production. 4. Exploration of the creative design process, from initial interpretation through conception and execution. Examines the relation of traditional design elements (line, shape, color, texture, value, space, and movement) to the physical creation of character and environment for the stage. Development of communication skills for set, lighting, and costume design, such

as drafting, perspective drawing, model-making, and rendering. Fulfills creative arts requirement.

160 Play Production. 4. Explores methods of backstage theater craft through hands-on work. Focuses on the elements of lighting, sound, props, sewing, drawing, construction, and painting. Students work individually and in collaborative teams to create projects in each of these using basic play analysis. Past projects have included mask-making, redesigning dorm rooms, audio commercials, catapults, and a re-creation of the defeat of the Spanish Armada. Development of practical and collaborative skills provides students with the necessary tools to manage technical projects in college theatre. Required laboratory time supports a departmental production. Fulfills creative arts requirement.

205 Fundamentals of Acting. 4. Explores the challenges facing actors of realistic drama: living truthfully within a play's specific imaginary world. Focuses on the ability to discern, define, and embody given circumstances, dramatic action, and "character." Performance projects include re-creation of daily activity from the student's own life, a monologue, and two scenes. Based in later 20th-century American interpretations of the complete Stanislavsky technique. Fulfills creative arts requirement.

210/310 Voice and Body. 4. Development of the expressive potential of the human voice and body. Identification and reduction of restrictive vocal/physical habits. Vocal work focuses on breath support and control, grounding, resonance, and the role of the voice in the creation and communication of meaning. Physical work focuses on release of tension, centering, and creative exploration. May be repeated once for credit. Applies to the communications concentration and fulfills creative arts requirement.

250 Special Topics. 2-4. Courses offered to meet the emerging interests and needs of students. May also be offered at the 450 level. During academic year 1998-1999, the following Special Topics will be offered: Set Design (fulfills THEA 155 requirement), Shakespeare Text and Performance (fulfills related field requirement), Practicum: Scene Painting (fulfills practicum requirement), Modern Dance (elective), Jazz Dance (elective), Mainstage Actor, and Mainstage Technician. Past courses have included: Actor and Text, Move-

ment, Directing Studio, and Professional Workshop.

251 Practicum: Costume. 1-2. Theoretical and practical work in costume for the theatre. Includes work on costume crew for a mainstage production.

252 Practicum: Lighting. 2. Theoretical and practical work in lighting for the theatre. Includes work as master electrician for a mainstage production.

253 Practicum: Publicity. 2. Theoretical and practical work in public relations for the theatre. Includes work as publicist for a mainstage production.

254 Practicum: Sound. 1-2. Theoretical and practical work in sound for the theatre. Includes work as sound engineer and board operator for a mainstage production.

255 Practicum: Box Office Management. 1. Theoretical and practical work in box office management for the theatre. Includes work as ticketing agent for a mainstage production.

256 Practicum: Make-up. 2. Theoretical and practical work in stage makeup. Includes work on a mainstage production.

261 Fundamentals of Directing. 4. Explores the "choice-making" process of creative play direction. Exercises in interpretation of a play script, actor coaching, groundplans, movement, composition, picturization, and formulation of a production "concept." Provides a broad understanding of the inter-relatedness of theatre's constituent elements and enhances the capacity for sophisticated participation in production work as an actor, designer, or director. Projects include coaching a monologue, staging of three scenes, and development of a concept with accompanying "director's notes" and visual research. Prerequisite: Fundamentals of Acting. Offered every other year.

259 Practicum: House Management. 1. Theoretical and practical work in house management for the theatre. Includes work as house manager for a mainstage production.

283 Shakespeare's Comedies and Romances (English 283). 4.

284 Shakespeare's Histories and Tragedies (English 284). 4.

290 Internship. 4. Internships in the professional theatre are strongly encouraged. May applied to the practicum requirement where appropriate.

300 Drama and Theatre I: Greek through Medieval. 4. Study of major plays of Western theatre from the ancient Greeks through the Medieval period in relation to the theatrical, aesthetic, political, social, and intellectual contexts of their times. Development of skills essential to the interpretation of classical drama for contemporary performance. Counts toward humanities requirement.

301 Drama and Theatre II: Renaissance through Romantic. 4. Study of major plays of Western theatre from the Renaissance through the Romantic period in relation to the theatrical, aesthetic, political, social, and intellectual contexts of their times. Development of skills essential to the interpretation of classical drama for contemporary performance. Counts toward humanities requirement. Offered for the final time in spring, 1999.

305/405 Acting Studio. 4. Develops the ability to be "emphatically present" with a partner in the imaginary world of a play's circumstances. Focuses on techniques that assist the actor in naming and fully playing specific moment-to-moment actions. Consolidates strengths, provides the means to work on areas in need of further improvement, and enhances a more personal vision of the acting process. By consent. May be repeated once for credit. Offered every other year.

308 Modern Drama (English 308). 4. Study of major plays of Western theatre from late 19th-century realism to contemporary post-Modernism in relation to the theatrical, aesthetic, political, social, and intellectual contexts of their times. Develops skills essential to interpretation of modern drama for contemporary performance. Counts toward humanities requirement. Offered every other year.

350 Practicum: Properties Management. 2-4. Study and practice in design, collection, and construction of stage properties. Manage properties for a mainstage production.

351 Practicum: Stage Management. 4. Theoretical and practical work stage management for the theatre. Includes work as stage manager for a mainstage production.

460 Independent Study. 1-4. Independent research or directed study for exceptional students with strong interest in particular areas of dramatic literature, theatre history, design, technical production, acting, directing, or performance theory.

470 Senior Thesis. 4. Preparation and execution of a major project in a graduating senior's primary area of interest. Projects may take various forms such as an extended scholarly essay, playing a major role in a faculty-directed production, designing a mainstage production, or directing a mainstage production. Typically a two-semester course of study with research/preparation in the first and execution in the second. By application to department faculty.

WOMEN'S STUDIES

*Contacts: Chairperson of the Women's
Studies Committee
Director of Women's Studies*

The Women's Studies curriculum posits gender relations as a basic organizing principle of analysis. Gender is explored as a social construction which reflects and produces differentials of power and opportunity in many social systems. In a variety of disciplinary and interdisciplinary contexts, Women's Studies majors explore the interactive matrix of gender, class, race, age, ethnicity, nationality, and sexual identity. Such analysis illuminates the variety of men's and women's experiences and expressions, while identifying those which have been scripted into social definitions of normative human behaviors.

Women's Studies majors study and develop feminist critiques of traditional disciplinary knowledge, yet there is an integrative component that draws on the valuable contributions of traditional knowledge as well. Exploration of the roots and forms of women's political activism, and the feminist reconstruction of history, contribute to the formulation of inclusive perspectives toward social life and the understanding of models and examples of social change. Due to the interdisciplinary nature of the curriculum, Women's Studies

majors apply multiple methodologies in developing research and critical thinking skills, and forms of personal expression. In IDS 401 courses, internships, and thesis projects, students integrate knowledge from different classes to conceptualize new, fuller ways of understanding.

Degrees Offered. The Bachelor of Arts degree is offered in Women's Studies.

Major Requirements. The Women's Studies major is an interdisciplinary major which must be taken along with a disciplinary major. An adviser must be selected from a list of faculty who teach in the Women's Studies program, as well as an adviser from the disciplinary major. This may be the same person, or two different faculty members.

Because the Women's Studies major is an interdisciplinary major, courses must be selected from at least four disciplines, with some courses in both the humanities and the social sciences. At least one senior integrative experience, a Women's Studies IDS 401 capstone, is required. Other integrative experiences, internships, independent study, or thesis, are encouraged.

Specific Course Requirements. Eight courses are required. Students must select at least one regular 200-level course. At least two and not more than four special topics (250s) or 300-level courses are required and at least two 400-level courses (including the required Women's Studies capstone IDS 401) must be taken. Because this is a double major, two courses can count for the Women's Studies major and distribution requirements without petitioning. The Women's Studies Committee will verify that all requirements for each major have been satisfactorily completed.

Courses will be selected from the following (Other courses will be added to this list. Contact the Director of Women's Studies for current listing.):

History 223: History of Women in the United States. Fulfills history requirement for sophomores or above.

English 295: Self Image in Women Writers. Counts toward humanities requirement.

Religious Studies: 222 Feminist Theology. Counts toward humanities requirement.

WOMEN'S STUDIES, CONCENTRATIONS

Numerous Special Topics (250s) which may include Human Sexuality, Philosophy and Feminism, Race, Class, and Gender, etc.

Sociology/Anthropology 313: Sociology of Sex and Gender.

English 325: Black Women Writers. Counts toward humanities requirement.

French 404: French Women Writers. Counts toward humanities requirement.

Justice and Policy Studies 425: Family Violence.

Spanish 432 and 434: Women Writers of Latin America and Women Writers of Spain. Counts toward humanities requirement.

Economics 450 or IDS 401: Women and the Economy.

Economics 450 or IDS 401: Women and Children and Economic Policy.

Religious Studies 450 or IDS 401: Women/Body/Voice.

Other Special Topics (450s) such as Gender and Organization, or Gender Violence, and other IDS 401s. Each semester, one IDS 401 will be designated as the required Women's Studies capstone course.

Internships, Independent Studies, and Senior Thesis may also be taken at the 300 and 400 level.

V. CONCENTRATIONS

The current curriculum features eight interdisciplinary concentrations which provide students with strong programs crossing departmental boundaries. While these concentrations do not comprise major fields of study, they may serve as related fields, minors, or coherent plans of study for students with special interests. For additional information, contact the coordinator listed for each.

In the new curriculum which will begin to be fully implemented in 1999-2000, the number of concentrations will increase dramatically as new interdisciplinary concentrations are added and as the cat-

egory expands to include what were formerly departmental minors. Individual departments will likely offer more than one concentration as well. The Psychology Department, for example, is considering offering the following concentrations: Psychology, Clinical, Developmental, Gerontology, and Social Psychology. The Biology Department is considering adding concentrations in Cellular Biology, Vertebrate Zoology, Field Biology, Plant Science, and Biochemistry. Most departments will be planning new concentrations during the 1998-99 academic year.

Our current interdisciplinary concentrations include:

AFRICAN AMERICAN STUDIES

The African American Studies Concentration introduces African American culture, history, and aesthetic values, and provides a basis for better understanding among people in a multi-racial society. This concentration complements student preparation in education, law, medicine, history, political science, sociology, and the fine arts.

Requirements

Four 4-credit courses in at least two different disciplines are required; one may be a 4-credit internship or independent study. The following courses are offered regularly:

- English 313 African American Literature
- English 325 Black Women Writers
- History 225 African American History
- Music 115 Traditional African American Music
- Religion 103 Religion and Social Issues (Racism)
- Religion 310 African American Literature and Religion
- Sociology/Anthropology 265 Racial and Ethnic Relations.

Additional courses are listed by departments and offered irregularly. Others can be taken at area colleges and universities through consortium programs.

Coordinator: Carolyn Beard Whitlow, English Department

COMMUNICATIONS

The Communications Concentration is open to students of any major and satisfies the college requirement for a minor. It offers a group of courses from various departments designed to give students a broad introduction to the general area of communications. The concentration is concerned with broad social, moral, and philosophical issues, as well as with the improvement of communication skills.

This concentration should be considered as a core of courses which could be extended in a more focused way through additional courses, independent study, and internships. Students interested in public relations or advertising, for instance, could take additional courses in art and management while majoring in English. They also could learn practical skills through involvement with college media (such as the radio station or the various publications) and arrange internships with local advertising agencies, newspapers, radio or television stations.

The concentration should be particularly useful to people considering careers in any field of communications (for example, newspapers, radio, or television) or business management. The concentration, however, should be worthwhile in general for any student, enhancing her or his college performance and making a useful offering on a transcript for job applications in many fields.

Requirements

- A broader-gauged theory-oriented course (chosen from among Mass Media, Media and Reality, and other wide-ranging courses on the media)
- Two courses from among a range of courses that explore more particular areas of communication, including written communication, spoken communication, film, and computers
- An internship

Coordinator: Richard Zweigenhaft, Psychology Department

COMPUTING AND INFORMATION TECHNOLOGY

The rise of the Internet has highlighted how the use of the computer has become an integral part of

our society and all academic disciplines. The concentration in Computing and Information Technology focuses on the proper use of technology, both in programming and application that enhance the other parts of a Guilford student's education and in the social and ethical issues that accompany the rapid increase in information available to everyone and the speed with which it can be accessed.

Requirements

- One course in a high-level computer language such as C, FORTRAN, C++ or Pascal. This requirement may be completed by a regularly scheduled course such as Geology 105: Introduction to Computer Programming, by a special topics course, by an independent study, or by a course at another institution for which Guilford has awarded credit.
- One course that addresses social and ethical issues that accompany the increasing use of computing and information technology. Recent courses in this area include General Studies 250: Communicating with Computers, and Geology 250: Computer Technology and the Brave New World.
- Two courses in consultation with the concentration coordinator, at least one of which has a significant focus on the applications of computing and information technology to an academic field. Examples include: Mathematics/Physics 320: Mathematical Physics; Mathematics 415: Numerical Analysis; Management 241: Computers and Management; Management 341: Management Information Systems; Philosophy 292: Formal Logic; English 450: Technical Communications; and research methods courses in any department that have a significant computing and information technology component.

The concentration coordinator will determine whether a particular course or set of courses fulfills these requirements.

This concentration is evolving rapidly to better match the needs of students in information technology. A first step will be to provide more courses that integrate computing and information technology with the wide variety of academic disciplines at Guilford. In addition, development of courses is underway that will provide students with both advanced training in computing and information technology applications as well

CONCENTRATIONS

as the academic theory that underlies the use of the technology. Students who pursue this concentration will be particularly well prepared to cope with the continued and rapid change that technology will bring and will understand how to confront issues involving proper use of computing and information technology.

Coordinator: Rob Whitnell, Director of Information Technology and Services

ENVIRONMENTAL STUDIES

The Environmental Studies Concentration provides an interdisciplinary program that emphasizes the relationship between humans and the environment. It allows students to study and address a fundamental issue of our times (the quality of the earth's environment and the sustainable use of its natural resources). The program's focus on justice, global awareness, service to the larger community, and the concept of nature as sacred is in keeping with Guilford's five academic principles and its Quaker heritage.

Requirements

The concentration consists of four courses chosen from among: Environmental Science (Biology 212), Environmental Geology (Geology 121), U.S. Environmental Policy (Political Science 450), Environmental and Resource Economics (Economics 344), Humanistic Ecology (Religion 310), Environmental Law and Administration (Political Science 450), Microeconomics (Economics 222), Hydrology (Geology 223), General Ecology (Biology 438), Field Botany (Biology 324), Energy and Natural Resources (Geology 322), Buddhism and Ecology (Religion 250), Environmental Sociology (Sociology 250), or other courses as offered. A track focused on environmental problems in geology has been established in the Geology and Earth Sciences Department for students pursuing a degree in the geology major. Additional courses may be substituted for those above upon approval of the Environmental Studies Concentration coordinators. Students should consult with the concentration coordinators for advice in planning their concentration.

The faculty for the Environmental Studies Concentration are involved in a broad variety of public issues, including demography in Guilford County, studies of long-term availability of water for the Piedmont

area, environmental advisory work for the Guilford County Board of Commissioners, and global climate change issues.

Additional Opportunities: Guilford College participates in a cooperative program with Duke University leading to graduate study in the Nicholas School of the Environment, the Marine Laboratory, and the School of Forestry. With appropriate guidance, qualified students may begin working toward a Master of Forestry or Master of Environmental Management degree after three years of study at Guilford College. The Master of Environmental Management emphasizes programs of study in Biohazard Science; Water and Air Resources; Environmental Toxicology, Chemistry and Risk Assessment; Resource Ecology; Resource Economics and Policy; and Coastal Environmental Management.

Coordinators: Andrea Gerlak, Political Science Department, and David Dobson, Geology and Earth Sciences Department

INTERCULTURAL STUDIES

Guilford's Intercultural Studies Concentration is based upon the premise that an acquaintance with diverse cultural traditions will broaden the student's perspectives and so contribute to personal development. The primary aim of the intercultural curriculum is to break the constrictions of the Western mold by exposing the student to radically different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of the interdependence of geographic areas in the 20th century.

Requirements

The Intercultural Studies Concentration is an interdisciplinary program focusing upon political, social, religious, intellectual, and aesthetic values which lie outside the mainstream of the Western experience, and the process of institutional and cultural change in the developing nations. A concentration consists of four courses in one of the geographic areas—East Asia, Africa/Middle East, or Latin America. The Intercultural Studies Concentration should be planned by the student, the academic adviser, and the Director of Intercultural Studies.

Students desiring to major in one of the above

geographic areas may do so by pursuing a major in either International Studies or Integrative Studies. Other courses available at consortium schools should be considered when defining these majors with faculty advisers.

Coordinator: Dorothy Borei, History Department

MEDIEVAL STUDIES

The medieval world has been profoundly formative of our modern world but also provides an illuminating contrast that may help us live in and understand our present.

Medieval studies is inherently interdisciplinary, exploring such matters as: the search for meaning in life; the encounter with diverse cultures; the groping for truth through reason, faith, and experience; the confrontation of three great world religions (Christianity, Judaism and Islam); the blending of religion, the arts and science; the origins of romantic love and modern individualism; the beginnings of bourgeois society out of feudalism; the start of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West.

Beyond exploring such richness, medieval studies can be a means to a broader and deeper understanding of what it is to be human and to enhancing one's own growth toward intellectual and spiritual maturity.

Requirements

The concentration consists of six courses.

I. The Introduction

- Medieval People (General Studies 225)

II. Four departmental courses

- Chaucer and His Age (English 370)
- Medieval and Renaissance Romance (English 450)
- British Literature (English 221)
- History of Christianity (Religion 337)
- Survey French Literature I (French 311)
- Africa to 1800 (History 241)
- Russia to 1881 (History 337)

- History of Christianity (Religion 337)
- Ancient and Medieval Western Philosophy (Philosophy 201)
- Introduction to the Classics of Political Thought (Political Science 203)
- Art History Survey I (Art 270)
- Medieval Civilization (History 233)
- Introductory Latin (Latin 101 and 102)
- Renaissance and Reformation 1440 to 1660 (History 234)
- Other courses as approved by coordinator

III. Exit Course

- Designated IDS 401 course, such as Arthurian Myth; Medieval Masterworks: Religion, Literature, and the Visual Arts; or Dante and the 20th Century.

If chosen carefully, these courses can fulfill most of the distribution requirements, welding them into a coherent whole.

Coordinator: Timothy Kircher, History Department.

PEACE AND CONFLICT STUDIES

The Peace and Conflict Studies concentration encourages the pursuit of knowledge and skills that will prepare students to deal more effectively with conflict and to foster peace and justice. It is designed to bring together students and faculty from various disciplines who have a particular interest in understanding and addressing the problems of violence, war, and injustice.

Peace and Conflict Studies emphasizes interdisciplinary perspectives such as the relationships of politics, religion, economics, and social organization. The concentration stresses the relationships among self, others, community, nation, and global systems, and explores the structural interconnections of specific world conflicts.

Through understanding these relationships, students can contribute more effectively toward shaping the world in which they live. Peace and Conflict Studies seeks to prepare students to act with greater cre-

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ative potential in dealing with complex social problems.

Requirements

The concentration includes one course from each of the following five categories:

I. Entry Course

- Religion and Social Issues (Religious Studies 103)
- Cultural Anthropology (Sociology/Anthropology 103)

II. Theories, Perspectives, Concepts

- International Economics (Economics 432)
- International Politics (Political Science 201)
- Peace, War, Justice (Religious Studies 233)
- Buddhism, Ecology, and Society (Religious Studies 250)
- Humanistic Ecology (Religious Studies 310)
- Nonviolence: Theories and Practice (Religious Studies 330)
- Gender Violence (Sociology/Anthropology 250)
- Personal and Social Change (Sociology/Anthropology 345)

III. Personal Development and Skills

- Building Community (Justice and Policy Studies 220)
- Conflict Resolution (Sociology/Anthropology or Justice and Policy Studies 244)
- Conflict Intervention (Sociology/Anthropology 250)
- Trust and Violence (Justice and Policy Studies 424)
- Nonviolence: Theories and Practice (Religious Studies 330)

IV. Internship

Internships are developed by students in consultation with a faculty advisor and Internships and Service Learning, with approval by the coordinator of Peace and Conflict Studies. Some recent internships have been with the Conflict Resolution Resource Center, the

Beloved Community Center, the Minority Prisoners Diversion Project, the AFSC Race Relations program, and the Women's Shelter. The concentration encourages summer internships that take advantage of wider opportunities.

V. Capstone

Capstone courses seek to pull together an interdisciplinary perspective on Peace and Conflict Studies that relates to a student's particular interests. Specific IDS 401 courses are designated as capstones each semester. Other courses may be substituted with committee approval. Some regularly designated IDS 401 courses include:

- Women/Body/Voice
- Humanistic Ecology
- Community and Commitment
- Women, Children, and Economic Policy
- Culture/Conflict/Negotiation

Coordinator: Joseph W. Groves, Religious Studies Department

WOMEN'S STUDIES

The Women's Studies Concentration is designed to provide the opportunity for students (men and women) to focus on women's experiences from a number of different disciplinary perspectives. This concentration also seeks to study and clarify issues of gender definitions of women and men and to study efforts to foster gender equality.

The concentration should be useful for students who want to explore in more depth women's historical, economic, social, political, religious, and artistic contributions. The concentration provides an opportunity for analyzing and theorizing about an area of important social change.

Requirements

Four of the following courses* (including at least one IDS 401 course) plus an internship:

- History of Women in the United States (History 223)
- Self Image in Women Writers (English 295)

- Sociology of Sex and Gender (Sociology/Anthropology 313)
- Black Women Writers (English 325)
- Women and the Economy (Economics 450/IDS 401)
- Women Writers of Latin America or Women Writers of Spain (Spanish 432 or 434)
- Human Sexuality (Sport Studies 250)
- Feminist Theology (Religious Studies 222)
- Family Violence (Justice and Policy Studies 425)
- French Women Writers (French 404)
- Women/Body/Voice (IDS 401)

**New courses added to list periodically.*

Coordinator: Carol Stoneburner, Coordinator of Women's Studies

VI. STUDIES ABROAD

Guilford has seven Semester Abroad programs, each offering up to 18 credits. The fall programs are in Beijing, Guadalajara, London, Munich, and Paris. The spring programs are in Brunnenburg (Italy) and Cape Coast (Ghana).

Some courses are offered through foreign universities; some courses are taught by faculty selected from the country of residence, and in most cases the accompanying Guilford faculty leader also teaches a class. Each program seeks a balance between formal academic study and the opportunity for extensive contact with life in a different culture. The cost of these programs is only slightly higher than the cost for a full semester on the Guilford campus; financial aid is available. Information is available from the Study Abroad Office.

Beijing, People's Republic of China

250 China Culture Course. 2.

450 Intensive Chinese. 10. Fulfills language requirement.

450 Special Topic (To be announced). 4. Offered by faculty leader. May fulfill intercultural requirement.

Brunnenburg, Italy

Students may choose either Beginning Italian or Beginning German.

101 Introductory Italian. 4. Students who wish to take Italian to fulfill their language major may take second-semester Italian at the University of North Carolina at Greensboro. Required. See above.

101 Introductory German. 4. Students who wish to take German to fulfill their language major may take second-semester German at the University of North Carolina at Greensboro in the fall or wait until the following spring to take second-semester German at Guilford. Required. See above.

250 Saints and Heroes of the Middle Ages. 4. An examination of medieval culture through a study of the cult of the Saints, Christian iconography, and epic poetry. This course will use the Brunnenburg Castle as well as surrounding churches, cathedrals, monasteries, and other castles for the study. Required. Fulfills IDS 401 and may be used for elective history credit with approval of department.

250 Ezra Pound's The Cantos. 4. A study of the epic poem through an examination of *The Cantos*. This analysis also relates history to the various cantos. Attention is also given to questions arising from the reading of the cantos that relate to the political and economic vision of Ezra Pound. Counts toward humanities requirement; may receive elective credit in English or major credit for English majors.

250 Agro-Archaeology. 4. An introduction to the history and prehistory of agriculture, drawing from the resources of the Tyrolean Alps. Bi-weekly field trips. An examination of the impact of changes in agriculture on the social and religious realm as reflected in myth, legends, customs, and beliefs. Required. May be used for elective Sociology/Anthropology credit or major credit for Sociology/Anthropology majors.

250 Orientation. 1. Preparation for the semester in Brunnenburg with introduction to the historical back-

STUDIES ABROAD

ground of the area, the problems related to the German-Italian cultures in the South Tyrol, and issues pertaining to Ezra Pound. Also focuses on observation skills, coping with culture shock, and adapting to another culture. Required.

Cape Coast, Ghana

250 Orientation. 1. This course is designed to introduce students to the nation of Ghana with special reference to the culture, belief systems, geography, and history. Once students are on site in Ghana, a considerable portion of this course will be devoted to the study of Fante, one of the Akan group of languages spoken by a large percentage of the Ghanaian population. The course will be aimed at enabling students to achieve a basic proficiency level with which they can successfully establish and maintain effective cross-cultural communication and relationships in southern Ghana. This orientation language component will be taught by Ghanaian language teachers trained in the Peace Corps approach to language teaching. The Guilford students will study intensively three hours a day for three weeks prior to the beginning of the academic semester. Required.

250 Beginning Fante. 3. This course will be a regular university course on the school calendar year schedule, especially designed for the Guilford students. Required. Elective language credit.

250 African Studies Contemporary Culture. 3. This course is aimed at informing students of the broad historical, cultural, political, and economic trends in Africa with special reference to the West African region. The first phase will be devoted to an introductory series of lectures after which one theme will be addressed, for example, Contemporary Cultures, Political Economy of African Development, Science, Technology and Development in Africa, etc. Required. Fulfills intercultural requirement.

250 Community Project. 3. This course is designed to encourage students to become involved in a selected community. It will be structured to provide opportunities for internships that will enable students to become active participants and/or observers of a Ghanaian environment as manifested by a local community. The main objective is to provide experiential learning opportunities in settings such as a health post,

nursery schools, local rural development project, etc. Students will keep a journal. A paper will be produced by the students under the guidance of a faculty supervisor. Required.

Elective Courses (normally two for each student). 3. Electives are to be chosen from a list of courses in major disciplines that will be made available to students. The courses will be selected from first-year to senior-level courses available during the second semester of the academic year in the various faculties of the University of Cape Coast. These will include courses in Arts/Humanities, the Social Sciences/Business Studies, Agriculture, Sciences, and Education. Required.

Independent Study (a possible choice to replace one elective). 3. Independent study and research for students in the fields of African culture, history, economics, geography, etc. under the direction of a faculty adviser. Students will be required to have a faculty liaison with regard to selected literature for review. A research paper at a level beyond the term paper is required. Special elective.

Guadalajara, Mexico

250 Mexican Economic Development. 4. Fulfills intercultural requirement or counts toward social science requirement.

250 Mexican Culture. 4. Fulfills intercultural requirement.

250 Community Development. 4. The theory and practice of community development. Included is a field component which introduces students to some of the special problems involved in developmental projects. Students work with and get to know a diversity of people. Fulfills intercultural or IDS 401 requirement. Required.

250 Crisis in Central America. 4. Analysis of contemporary Central America covering political strategy, historical background, religious development, and recent economic events. Fulfills intercultural requirement.

250 Contemporary Mexican Literature. 4. Fulfills intercultural requirement.

250 Intensive Spanish. 4. Four hours per day.

250 Semi-Intensive Spanish. 4. Two hours per day.

250 Orientation. 1. Preparation for Mexican culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock, and adapting to another culture. Required. Pass/Fail grading.

450 Mexican Art. 4. Fulfills intercultural or creative arts requirement.

London, England

250 British Art and Architecture. 4. Covers Medieval Norman, Gothic, Classical Baroque, and Revival architecture as well as painting from the 16th and 17th centuries. Classroom lectures and field trips to the great public galleries and to major architectural edifices. Fulfills the creative arts requirement.

250 British Theatre. 4. A course designed to take advantage of the season's theatrical offerings. Classroom introduction to British drama from Shakespeare to the present day and weekly attendance at performances. Partially fulfills Guilford's humanities requirement. Fulfills elective credit in English major.

250 Orientation. 1. Preparation for British culture with some introduction to historical background of London and preparation in observation skills, coping with culture shock, and adapting to another culture. Required.

250 Britain in the Twentieth Century. 4. This course will examine British history over the past 90 years. The focus will be changes that have occurred in the economy, the political and social structure, foreign relations, and imperial responsibilities.

290 Internship. 4. To be determined by the student with the help of the Resident Director of Internships in London.

Munich, Germany

101 Introductory German. 4. Introduction to understanding, speaking, reading, and writing German.

201 Intermediate German. 4. Review of German grammar. Readings in modern German prose. Practice in writing short essays. Class conducted in German.

250 German Art History. 4. A survey of European painting and architecture from the Renaissance to the 20th century. Course includes visits to Munich's art galleries and to buildings of architectural interest (Medieval, Baroque, and Rococo) throughout the city. Fulfills creative arts requirement.

250 German Philosophy. 4. Survey of German philosophy from Kant to Nietzsche. Counts toward humanities requirement.

250 Politics and Culture of Bavaria in the Twentieth Century Policy. 4. A study of the significant people and events of this century through a variety of political, literary, artistic, and historical perspectives. Fulfills social science requirement. Required.

250 Orientation. 1. Preparation for German culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock, and adapting to another culture. Required.

301 Intermediate Composition. 4. Discussion of and practice in German language composition with analysis of diverse related readings.

450 German History 1871-1945. 4. Major developments in German history from the foundation of the German Empire through the First World War, the Weimar Republic, and Nazi Germany. Fulfills the history requirement.

Paris, France

250 French Art and Literature. 4. A course designed to familiarize students with major writers, painters, and artistic movements from the 1850s to the 1930s. The course involves readings, class discussions, and field trips. Fulfills creative arts requirement.

250 French Grammar. 8. A course offered through the Sorbonne which consists of drilling of verbs, sen-

STUDIES ABROAD, OTHER SPECIAL STUDY OPPORTUNITIES

tence structure, all grammatical areas, reading in original texts, use of the language lab. Placement (introductory, intermediate, advanced) based on proficiency examination. Required.

250 Contemporary French Society. 4. A political science course focusing on postwar France, covering material designed to provide background and perspectives important to interpreting contemporary France. Counts toward social science requirement.

250 French Orientation. 1. Introduction to France: its history and culture from the Middle Ages to the present; points of interest; daily life (transportation, publications, etc.). Required.

Tokyo, Japan

The Year in Japan. A year-long program is offered in Japan. Students may enroll at International Christian University, Mitaka, Tokyo, where they live and take meals and classes with Japanese students. Full academic credit is available through the wide selection of courses taught in English at the university, though participants are also expected to study Japanese. A year of language preparation is encouraged. The Year in Japan is designed to augment Guilford's Intercultural Studies concentration. The basic cost of this program is expected to remain about the same as a full year at Guilford plus airfare.

450 Japan. 16. Students take courses in intensive Japanese the first term and during the following two terms may continue Japanese and/or take courses available in English. Most disciplines have courses taught in English.

VII. OTHER SPECIAL STUDY OPPORTUNITIES

Guilford College offers numerous special study opportunities, including internships, independent study, senior thesis, special topics courses, the honors program, departmental honors work, off-campus seminars and course work, an English language studies institute for international students, and summer school.

Internships

Internships, designated by the course number 290 in the curriculum and carrying four credits, provide students with part-time involvement in public and private agencies while they are enrolled in regular on-campus classes. The opportunity is open to sophomore, junior, or senior students who have a cumulative grade-point average of at least 2.50. Guideline information is available through the Internships and Service Learning Office. Application for an internship must be processed and approved prior to the semester in which the internship is undertaken. A student may apply a maximum of 12 credits obtained through internships to her/his degree requirements.

Independent Study

Departments of the college offer independent study opportunities under the 260 and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and her/his reliability in carrying out commitments. A proposal describing the project must be approved by the supervising instructor and the chairperson of the relevant department. This proposal must set forth the subject, scope, method, and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor. When both the instructor and the chairperson have indicated their approval by signing the proposal, the student should take two copies of the proposal to the Registrar's Office. The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues. No student may enroll for more than two independent studies or more than eight credits of such work in a single semester. Independent studies normally carry from one to four credits.

Senior Thesis

A written senior thesis (470 course number) may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper is determined by the major department and the thesis should represent both serious research and independent thought.

Special Topics Courses

Under the 250 and 450 designations, most departments offer upper-level courses exploring topics

according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team. Special topics courses are not scheduled on a regular basis, but as student interest warrants or as a department desires to make them available. Courses on the same topic normally are not offered more than twice.

Departmental Honors Work

For seniors with a 3.50 grade point average in their major, some departments offer an honors option consisting of extensive reading, independent study, and perhaps a research paper. The study is usually evaluated in an oral examination. Three members of the faculty and a visiting examiner conduct the examination and it is open to all interested persons. Students successfully completing this program are awarded departmental honors at graduation.

HONORS PROGRAM _____

The Guilford College Honors Program provides a sequence of classes and independent study options for students seeking intellectually invigorating challenges.

Students choose from co-disciplinary courses and departmental offerings and undertake a thesis or project in the senior year under the supervision of a faculty member. Most honors courses meet graduation requirements which would otherwise be met through regular classes.

Open to students majoring in all departments of the college, the program promotes intellectual depth through at least six honors courses during a student's academic career. Honors courses are small and usually taught as discussion-style seminars, allowing intensive learning in a close and supportive relationship between instructor and student.

In addition to class work and independent study, students in the honors program frequently travel to professional meetings and conferences to present their research and creative work. The Honors Program provides information on the various undergraduate research conferences and financial assistance to those students selected to attend.

Guilford College, a founding member of the North Carolina Honors Association, participates in the

National Collegiate Honors Council and the Southern Regional Honors Council. Students, faculty, and administrators from the college attend the conferences of all three organizations.

Curriculum. Honors students complete the program by taking 20 credits of honors work, including a co-disciplinary honors course and an honors thesis or project. In order to remain in the Honors Program, a student must maintain a cumulative grade-point average of 3.00 or higher.

In addition to taking honors course offerings, a student in the honors program who has completed at least 40 credits towards graduation may contract with a professor and the director of the program to receive honors credit for a regular course. The student must finish all specified, contracted extra work satisfactorily in order to receive honors credit for the course. Courses must be 200-level or above. This option is available only once to a student.

Admission and Honors Scholarships. Most students are admitted to the Honors Program as entering first-year students. Invitations are based on high school achievement, standardized test scores, and recommendations. During the spring, on Honors Interview Day, prospective honors students meet with faculty and current students to discuss the program and scholarships. Guilford has allocated substantial funds for honors scholarships, which are awarded without regard to financial need and currently are held by two-thirds of the students in the program. Some upper-class students are invited to join the Honors Program based on their outstanding academic achievements after entering Guilford. Director of the Honors Program: Bob Williams.

OFF-CAMPUS EDUCATION _____

Besides the studies abroad programs described in Section VI, Guilford offers the following:

Washington, DC, Semester. Any Guilford student with sophomore, junior, or senior status and a cumulative average of at least 2.50 is eligible to spend a semester in Washington, DC. An internship and a seminar provide 12 credits, and a student may earn an additional four credits by registering for an independent study. Housing is provided. Information and appli-

OTHER SPECIAL STUDY OPPORTUNITIES

cation materials are available through the Internships and Service Learning Office.

Off-Campus Seminars. Fall, spring, and summer break programs are regularly planned under faculty leadership. For example: in New York City, art, drama, and urban problems may be studied; in Washington, DC, national government; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, African American experience and culture. One credit is granted for each seminar. The college arranges for lodging, and a minimal charge to the student covers meals and travel.

Two off-campus geology seminars are offered. Natural Science Seminar travels to different locations, including Puerto Rico. Seminar West, a three-to-five-week field camp conducted jointly by the Biology and Geology Departments, studies the geology and ecology of the Rocky Mountains, Colorado Plateau, and the East African Rift. Both satisfy the laboratory science requirement.

Consortium Arrangements

Guilford College students may supplement their course selections by cross-registering for courses at nearby colleges and universities under Greater Greensboro Consortium arrangements. Students enrolled at Guilford may, with the registrar's approval, take fall and spring semester courses at seven other consortium institutions for full credit and without additional registration.

There are no additional charges beyond the payment of Guilford tuition unless the courses carry special fees. Cross-registration privileges assume courses are of a general nature acceptable to Guilford College and are not offered at Guilford during the selected term. Students must secure permission from the Registrar before registering at another for a term other than the fall and spring semesters.

Library resources are shared by consortia members, with many college libraries' holdings available on-line through Guilford's computers. As much as possible, consortium calendars are synchronized.

Besides Guilford, the Greater Greensboro Consortium includes Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. All of the institutions participate in the cross-registration program.

The Piedmont Independent College Association.

This association (PICA) includes Bennett College, Elon College, Greensboro College, Guilford College, and Salem College. The PICA Automated Library System (PALS) is an electronic catalog network that serves all member colleges.

ENGLISH LANGUAGE STUDIES FOR INTERNATIONAL STUDENTS

INTERLINK Language Center, in affiliation with Guilford College, provides intensive English-as-a-Second-Language (ESL) and cultural orientation for qualified international students and professionals who need to improve their English. Admission to the six-level program is open to persons who have completed secondary school in good standing and are able to meet educational and living expenses. INTERLINK has conditional admission agreements with Guilford College and with the University of North Carolina at Greensboro.

The curriculum focuses on reading, writing, grammar, listening, conversation, pronunciation, and study skills; the program emphasizes orientation to academic and social life in the United States. Terms last eight weeks. Classes are small, so progress is usually rapid. With the director's permission, upper-level INTERLINK students may audit Guilford credit. A Test of English as a Foreign Language (TOEFL) preparation class is offered several times a year. Most INTERLINK students live in campus residence halls with Guilford College roommates. Some live with community host families. All students use Guilford College facilities.

For further information write to: INTERLINK Language Center, Guilford College, Greensboro, NC 27410 or telephone: 336-316-2305.

SUMMER SCHOOL

Summer School at Guilford. Guilford College provides a summer program of two five-week day sessions and one eight-week evening session. Students may attend on either a full-time or part-time basis, and it is possible to earn a full semester of credit during the summer. Courses are open to all visiting students. Present Guilford students may take courses in the

summer to accelerate completion of their degree program, to fulfill general college and major requirements, or to explore new areas of interest. Summer School is considered to be a third term, and the same academic standards apply to Summer School that exist during the regular academic year. Suspended and dismissed students are not permitted to register for summer classes.

Summer School or Semesters at Other American or European Institutions. Guilford students with a cumulative 2.00 grade point average may attend summer school at other accredited colleges and universities. Only course credit, not grade points, can be transferred to Guilford. Students with academic deficiencies should attend summer school at Guilford

College. Students must pass courses from other institutions with grades of C or better if the courses are to apply to the Guilford degree. Before attending summer school at other institutions, students should have their courses approved by their advisers and obtain a letter from the Registrar certifying their good standing. Juniors and seniors must attend four-year institutions.

Guilford encourages its students to study for a semester or a year at other American institutions or in a European university when such programs are consistent with the student's educational goals and interests. Procedures to be followed are the same as those required for summer school attendance at other institutions.

GUILFORD IN THE NEWS

"Ask a Guilfordian to describe his or her classmates, and the answer will invariably be 'diverse.' Students come from 40 states, 30 countries and a wide range of socioeconomic backgrounds, although most are liberal."

· Edward B. Fiske, *The Fiske Guide to Colleges 1998*

"Unique program features at Guilford include the close student-faculty interaction in student research and teaching and the many internship opportunities in the fields of biology, chemistry, geology, physics and mathematics."

· David Davis-Van Atta, *Peterson's Top Colleges for Science*

"In the Quaker tradition, Guilford students are also heavily involved in the school's policymaking. Students sit on almost every governing board, and, as opposed to everything being ruled by majority, decisions are arrived at by consensus, even within student organizations. At first I thought the process wouldn't allow for much individuality, but the discussions involved in arriving at different decisions open you up to other people's point of view, and they also make you a better listener."

· Robert Mitchell, *The Multicultural Student's Guide to Colleges*

"If there is no way you could sit in a class with 500 students and a professor throwing facts at you, consider Guilford College. Its size allows tremendous intellectual intimacy for students and professors, and the curriculum contains few distribution requirements. Guilford encourages students to find and know themselves, primarily through discussion-intensive classes."

· Edward Custard, *The Princeton Review, The Best Colleges, 1998 Edition*

VIII. CENTER FOR CONTINUING EDUCATION (CCE)

HISTORY AND PROGRAMS

Guilford College established the first undergraduate educational program for adult students in Greensboro in 1947. The present Center for Continuing Education (CCE) at Guilford offers students 23 years of age or older the opportunity to complete a quality undergraduate degree through day or evening study. Adult degree students are assisted by admission counselors and academic advisers who are specially trained to work with adult students and to streamline the reentry process.

The adult degree program at Guilford is characterized by quality academic instruction within a liberal arts tradition, convenient day and evening classes, support services for working adults, and an atmosphere of care and concern for each student. Guilford College provides its CCE students with advising on admission and courses, special registration, an Adult Transitions course, assistance with study skills, career development services, and an active adult student government association.

Additional special features of Guilford's adult services include an adult student lounge, canteen and mailboxes in Hendricks Hall, staff accessibility during weekday evenings, and convenient campus parking on the wooded campus in an accessible and safe location. Senior citizen discounts are available.

The Center for Continuing Education office is staffed from 8:30 a.m. through 8 p.m. on Monday and Thursday evenings and 8:30 a.m. to 5 p.m. on other weekdays when classes are in session.

CCE students experience Guilford's Quaker values and heritage in the student-centered learning environment with small classes, cordial and informal relationships with faculty and staff, flexibility of programs and services, and an atmosphere of respect for all persons.

CRITERIA FOR ADMISSION

To qualify as a CCE student, an individual must meet one of the following criteria: 1) be 23 years old

by the first day of class in the semester of registration; OR 2) hold a baccalaureate degree from an accredited institution, including Guilford, even if younger than 23 years of age.

THE CCE STUDENT BODY

Adult students select Guilford College for a variety of reasons as the best choice for undergraduate education or fulfilling personal academic goals. Most CCE students enroll because they wish to begin or complete an undergraduate degree in the liberal arts or selected applied professional areas to advance their careers, qualify for certain positions, prepare for examinations in particular fields, or enrich personal knowledge and skills. Some CCE students already have an undergraduate degree and wish to increase their professional competence or to expand skills and knowledge in new directions by adding a second bachelor's degree.

While the majority of adult students transfer credits from two- and four-year institutions and plan to complete degrees at Guilford, some have not yet attended college and plan to work on a degree program, a Certificate of Study, or take courses for personal enrichment. CCE students are enrolled in nearly every major offered at Guilford. Of the approximately 400 full- or part-time CCE students, more than half live in Greensboro while the rest commute from the surrounding area. Approximately 65 percent of students are female, and 35 percent are male. The majority of adult students maintain a full academic load (with three courses of four credits each) even though many are full-time employees as well.

Besides the full array of majors and courses offered for adults in the day schedule, CCE is responsible for an evening schedule of courses in four of the most popular majors for adult students that are offered in the evening: accounting, justice and policy studies, management, and psychology. Fifty-five percent of CCE students take evening classes only, 24 percent take day classes only, and 21 percent take a combination of day and evening classes. The convenience of evening classes is particularly attractive to those who work during the day. The evening schedule includes a full range of courses to enable someone to complete a degree in one of the evening majors who is unable to take day courses.

PROGRAMS OF STUDY _____

Degree Programs

CCE students are fully integrated into the college program, and are eligible to enroll in any of the college's 29 academic degree programs

For students unable to attend day classes, Guilford currently offers four "evening only majors": accounting, justice and policy studies, management, and psychology.

Certificate of Study Programs

In addition to degree-granting programs, Certificates of Study are available. The Certificate of Study program consists of four to 10 courses in a clearly defined sequence. It is designed for the person who seeks an organized and well-planned learning program but does not wish to embark upon a complete bachelor's degree program. It also appeals to the person who has completed undergraduate studies in one area and seeks to develop and document serious study in one or more strong additional areas of expertise without pursuing a graduate degree. Upon completion of a Certificate of Study in accounting, for instance, a student is prepared to sit for the CPA exam.

Certificates of Study can be arranged on an individual basis in most departments and are formalized in the following areas:

Accounting	German
Art	Interpersonal Communication
Chemistry	Justice Management
Communications	Management
Creative Writing	Psychology
Criminal Law	Sport Studies
Economics	

Non-credit Courses and Workshops

CCE also sponsors a variety of workshops and seminars for the community that develop knowledge and skills without academic credit. Continuing Education Units (CEUs) are available for some programs. Topics might address cultural, educational, historical, and political issues, workplace competencies, self-assessment and improvement, and topics of interest to older adults. Programs are also offered for Teacher Recertification. There is a fee for most of the non-credit workshops. Specialized training programs are

also provided by CCE on an individualized basis to local businesses, industry, schools, and other organizations to develop human resources and manage businesses more effectively.

Reentry Assistance: Adult Transitions Course

As a special support for adults who have been out of school for several years and who want to make a smooth transition to college work, Guilford offers a distinctive four-credit course, Adult Transitions. The course focuses on writing and study skills, understanding personal learning styles, and identifying adult developmental issues that affect college performance.

THE ACADEMIC SCHEDULE _____

Classes are offered during the day in several formats, ranging from an hour and a quarter to three hours in length. During the fall and spring semesters, evening classes are offered four nights a week, following a Monday and Wednesday and Tuesday and Thursday pattern between 6 p.m. and 10:10 p.m. Varied course formats include Fast Track courses that meet two nights a week for eight weeks, plus one weekend session, Intensive courses that meet one night per week for 15 weeks, and regular semester courses that meet twice a week for 15 weeks. Many adults are able to schedule a full academic load (three courses, 12 credits) and attend classes only two nights per week, subject to course availability. Legal residents of North Carolina carrying a full load and working toward a first degree are eligible to receive the North Carolina Legislative Tuition Grant, which is a significant inducement to take three courses.

In the summer, two five-week sessions are available for day courses, plus an eight-week evening schedule of courses meeting two evenings a week. Eight credits are considered a full-time load. Adult students who attend summer session earn 32 credits within a 12-month period and complete a four-year degree in four years.

ADMISSION _____

To be eligible as a CCE student, a person must be age 23 or older by the first class day of a given semester or already have received a baccalaureate degree from an accredited institution. These criteria also apply to visa-holding international students.

Degree Candidates. Adult students who wish to be accepted to pursue a degree program must have official transcripts of all scholastic work attempted since entering high school submitted directly to Guilford College.

College Graduates. Individuals who already have college degrees are welcome to apply to Guilford for further study. Students planning to pursue a second baccalaureate degree must submit official transcripts of all previous college work. Those students pursuing a Certificate of Study or taking courses for personal or professional interest need only furnish an official transcript verifying that the baccalaureate degree was previously received.

Auditors. Adults who wish to pursue college-level work without receiving grades or college credit may enroll on a non-credit basis. In order to audit courses on a space-available basis (with instructor permission), they must obtain permission from the instructor on the first day of the course. These students need furnish none of the credentials required of degree candidates. They may register the first day of classes.

For application materials, write to:

Guilford College
Center for Continuing Education
5800 West Friendly Avenue
Greensboro, NC 27410

ACADEMIC ADVISING

Each student has an individual faculty adviser and is encouraged to consult with the adviser about career goals and job opportunities in the major field, course selection, study habits, program development, and personal life. For entering adult students and those undecided about a major, CCE counselors are available to provide academic advising by appointment at the Center for Continuing Education for a day or evening appointment. Prospective students may consult with these advisers in order to determine which courses of study will best suit their interests and abilities. Transfer students are offered a free transcript assessment service to evaluate previously earned credits and determine how these credits may count toward a Guilford degree.

COURSE REGISTRATION

All new CCE students have the option of pre-registering for courses for the coming semester with a faculty adviser or CCE academic adviser. Those who are unable to pre-register during the designated period may enroll in classes at CCE Registration Day in late August for the fall term and in early January for the spring term. Continuing Education students pre-register for the summer and fall semester during April and for the spring semester during November. All students are expected to claim their print-outs of classes during the official registration period at the beginning of each semester to confirm enrollment and receive notification of any room changes or other adjustments. Summer school registration runs from April through the start of classes.

The Greater Greensboro Consortium of colleges and universities allows CCE students to register and take liberal arts courses at participating institutions during fall and spring semesters. Member institutions are Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. Cross-registration is possible if the selected courses are not offered at Guilford and enrollment is not filled by the host institution's own students. Credit will be granted and grades and quality points are transferable. Students are urged to consult with their faculty advisers before registering.

Once registered, students are responsible for all listed courses and may change registration only by seeing a faculty or CCE adviser. Students may add courses during the first week of classes and drop them with a grade of W up to six weeks before the last day of classes in a semester. After that date, the student will receive the regular grade unless the Associate Academic Dean authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in cases in which a student withdraws completely from the college.

STUDENT SERVICES

Career Development Center

CCE students are eligible to use any or all of the services of the Career Development Center, including

consultation with career specialists, use of the career information library, development and electronic distribution of resumes, participation in job fairs and interviews with prospective employers.

Counseling for Veterans

A staff member in the Registrar's Office is available to advise adults regarding veteran benefits.

International Student Adviser

CCE students who hold visas are required to maintain regular contact with the International Student Adviser to ensure that they remain in compliance with visa conditions and with the college. There is a supplemental advising fee each semester for visa-holding international students for the advising, counseling and record maintenance services and participation in organized activities.

All visa-holding international students in the CCE program must present evidence to the CCE staff that they are currently covered by valid health insurance. This proof of coverage should be presented at the beginning of each fall semester or at the time of entry into the program.

Academic Skills Center

The Academic Skills Center has proved successful in helping students long out of school manage the transition back into the classroom. Students may receive tutoring in specific courses without charge through the center.

Adult Student Government

The CCE Student Government Association (SGA) is composed of all students registered for college credit work through CCE. The association exists to serve the welfare and interests of its members and works toward the establishment of a community supportive of the continuing education of adults. Among other activities the association sponsors social and cultural events for working students.

The Student Government Association operates under the direction of an 11-member Executive Board. The executive board derives its authority from the president of the college and is responsible for the allocation of continuing education student activity fees.

General Campus Services

CCE students have full access to all academic facilities including Hege library and computer labs,

and may participate in off-campus study programs for full tuition.

A CCE specialist is available who works exclusively with adult students to coordinate financial aid counseling and payment planning. CCE students are eligible for all applicable state and federal grants and loans as well as campus-wide academic scholarships and a special scholarship for adult students. CCE students who qualify on the basis of financial need also may be considered for on-campus employment opportunities.

Housing

Full-time CCE students who wish to live in campus housing may be accommodated on a space-available basis in residence halls during the academic terms. Limited space is available and students should apply through the Residential Life Office as early as possible in the spring for fall occupancy.

Residence halls are open from mid-August until graduation in May and for 10 weeks of summer school. CCE students will be expected to participate in the college meal plan unless assigned to student apartments. Exemptions from the meal plan are granted for medical reasons only and must be approved by Residential Life. CCE residents may participate in activities sponsored by their residence hall. Other student life services including health services, counseling, varsity sports, and other student activities are open only to Main Campus paying the comprehensive Main Campus tuition fee. CCE resident students will be expected to comply with all residence hall policies and procedures.

Adult Student Lounge

A study and activities lounge is provided for CCE students in Hendricks Hall. There is a telephone for local calls. Building hours are 7:30 a.m. to 10:30 p.m. when classes are in session. The building is not available on weekends unless special permission is obtained in advance.

Campus Identification Card (Smart Card)

All registered adult students must possess a valid Guilford College identification card each semester to verify registration and access to campus facilities and services. The photo identification, called "Smart Card," will be issued to new students during the registration process. The card can be used for electronic purchase of items from vending or copy machines. The Smart

Card can also be used to access certain campus buildings.

Food Service

Food service is available to all members of the campus community during specified hours in the cafeteria located on the main floor of Founders Hall, or in the grill (known as the Underground), located in the basement of Founders Hall. A schedule of fees may be obtained from the food service manager. Food vending machines are also available in various campus buildings.

EXTRACURRICULAR ACTIVITIES

CCE students may participate free of charge in the academic departmental clubs and their activities, intramural sports, the campus fine arts series, and all events sponsored by their student government association.

CCE students are also eligible to participate in the following activities and organizations in accordance with the stipulated guidelines:

Community Senate. (student government for traditional-age students) CCE students may participate in the Community Senate only as designated representatives of the CCE Student Government Association and by invitation of the Senate.

Student Union. CCE students may belong to the Student Union but may not serve as officers. As Union-sponsored activities are funded from the activity fee charged to main-campus students, CCE students are not normally eligible to participate in these activities.

Publications. CCE students are encouraged to participate in the production of *The Seeker*, a student publication that contains information and articles written by and for adult students. A student editor oversees the production of the newsletter, which, in addition to news and information, contains feature stories, original works of poetry, and profiles of outstanding CCE students.

CCE students also are welcome to participate in the activities of *The Guilfordian* (weekly student newspaper), *The Quaker* (yearbook) and *The Lighthouse*

(literary magazine), but they may not serve as editor of any of these publications.

WQFS FM (90.9). CCE students are welcome to participate in the campus radio activities but are not eligible for leadership positions.

Other campus activities are available to CCE students on a "fee for use" basis including sports events, photos in the yearbook, purchase of the yearbook, and participation in the college choir, when not taken for academic credit.

Athletic Facilities. CCE students carrying 12 or more credits each semester and their families may also use the Physical Education Center for a reduced fee. Part-time students enrolled for five or more credit hours may obtain personal access to these facilities for a slightly higher fee. A schedule of fees may be obtained from the front desk of the Physical Education Center.

Restrictions on Participation in Student Activities

CCE students are not eligible to be elected as officers in student clubs and activities designed for traditional-age students, or play intercollegiate athletics. A CCE student who wishes to participate in intercollegiate athletics has one opportunity to transfer to main-campus status and may not then transfer back to CCE status.

CCE TUITION AND FEES: 1998-99

Fee Per Credit	\$199
Application Fee	\$ 25
Registration Fee	\$ 15
Activity Fee	\$ 20
Audit Fee (per credit)	\$ 25
Senior Citizens Audit Fee (per course)+	\$ 25
Duplicate Diploma Fee	\$ 15
Monthly Payment Plan Service Charge	2% add on
Motor Vehicle Registration (Annual) Commuting Student	
First sticker	\$ 25
(Each additional sticker is one half of first sticker price)	

Transcript Fee (per copy)	\$ 3
Faxed Transcript (per copy)	\$ 9
On Demand Transcript	\$ 6
Late Fee on monthly payments (per payment)	\$ 10
Duplicate ID Charge	\$ 10
Return Check Charge	\$ 20

+Ages 60 and above.

All fees are subject to adjustment.

DROP/ADD COURSE ADJUSTMENTS

Financial aid awards that require half-time or full-time enrollment for the term will be canceled in accordance with state and/or federal requirements.

Regular and Intensive Enrollees:

During the first 21 calendar days of the session, CCE students who remain enrolled at Guilford for at least four credit hours may obtain a full refund for courses dropped. No adjustments or refunds are made after the 21st day.

Fast Track Enrollees:

During the first 10 calendar days of the session, CCE students who remain enrolled at Guilford for at least four credit hours may obtain a full refund for courses dropped. No adjustment or refunds are made after the 10th day.

WITHDRAWAL FROM THE COLLEGE

Withdrawal from Guilford College is official only after a withdrawal petition is completed and returned to the Director of the Center for Continuing Education. A request to the Registrar for an academic transcript shall not be considered a notice of withdrawal from the College.

If withdrawal occurs prior to the first day of classes, 100 percent of all tuition and fees is refunded. After the first day of classes, there are two refund schedules based on U.S. Department of Education requirements. A detailed refund schedule can be obtained from the Business Office.

PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. Students who have not preregistered must complete payment or make payment arrangements with the Business Office by check-in day. Students electing to use a monthly payment plan with earlier due dates would meet the appropriate deadlines.

Any student with an unpaid account 10 days after check-in is subject to expulsion from the college.

IX. LEARNING RESOURCES

Many facilities and programs support Guilford's academic curriculum. Descriptions follow of the library, computing and information technology, the Academic Skills Center, the first-year program, the science and language laboratories, classroom buildings, the physical education building, performing arts spaces, and Guilford's art studios and galleries.

HEGE LIBRARY

Hege Library is a complex of facilities. Comprising 53,000 square feet of space in a modern addition and 27,000 square feet of renovated area, the library combines Guilford's past with its future.

Constructed in four phases beginning with a matching grant of \$9,000 in 1908 from Andrew Carnegie of New York, the library has grown through time to become one of the finest private college libraries in the region. At a cost of \$5.4 million, the latest addition, completed in 1989, prepares the library for continued growth.

The library collection includes 225,000 books, periodicals, and non-print media, and the library provides study space for 400 users. It includes a complete array of library services, the Friends Historical Collection, the Friends Center at Guilford College, an Academic Skills Center, an Audio-Visual Media Center, a writers' center, and the nine-room Guilford College Art Gallery. Library functions are automated with the catalog holdings of Guilford and many other area colleges available via computers at many campus locations.

Through the library's participation in the Internet, Guilford students have access to national and international sources of information.

Several special endowed collections give the library a distinctive strength. Of special note are collections supported by Friends of the Library focused on science fiction, poetry, and simple living. Endowed collections also exist in the areas of science, history, fine arts, religion, English, women's studies, foreign languages, and international Quaker studies.

Friends Historical Collection. The Friends Historical Collection, located in Hege Library, is a comprehensive research collection on the Religious Society of Friends (Quakers) worldwide. The collection is open to Guilford students and faculty, Friends, visiting scholars, and genealogical researchers. At its core are more than 600 manuscript books of Carolina Quaker records dating from 1680. The collection also includes rare books and periodicals, manuscript collections of personal papers and correspondence, files, Quaker costumes and artifacts, student theses, the college archives, and genealogical resources. The Friends Center Office is adjacent to the collection.

Media Center. The Media Center, which is also located in Hege Library, provides audiovisual support to campus departments for classes, meetings, and student presentations. During Media Center hours, individuals may view or listen to programs from the center's collection of materials. The center offers a range of media formats, including video, audio, slide/tape, and 16 millimeter film. Production capabilities include photography, slide/tape, audio and video recording, editing and duplication. Satellite reception affords an extensive variety of educational television programming.

COMPUTING AND INFORMATION TECHNOLOGY

Computing. Guilford College features a fully networked campus with ATM high-speed fiber-optic connection to network resources and the Internet. Facilities and services include:

- three computer labs in Bauman equipped with 200 MHz Pentium Pro Digital computers running the Windows NT 4.0 operating system with Microsoft Office 97

and Internet software, and Motorola StarMax 4000/160 MHz PowerPC Macintosh clones

- a computer lab in Duke, emphasizing language arts
- the Information Village in the Hege Library for electronic research
- on-line access to library catalogs and an extensive collection of published materials via ProQuest Direct
- a Support Center in Bauman, housing customer service agents, computer training, a new PC sales office, lab and Resnet workers, and help desk workers
- voice mail boxes for all on-campus students
- Lotus Notes 4.6 for email, calendar management, and electronic conferences.

Information Technology and Services. This department integrates computer technology and information capabilities into the liberal arts programming of the college. The Bauman Telecommunications Center houses the campus network and Web servers, the telephone and voice mail systems, the Information Technology & Services Support Center, 3 computer labs (available 24 hours a day, 7 days a week), one multimedia room, a computer training room, and a computer classroom.

With the completion of the campus-wide network in the fall of 1997, most campus housing has one switched Ethernet data port per "pillow," allowing students with approved computers 10 MB/s access to the Internet and network facilities. For each "pillow" there is also wiring for voice and cable TV.

All students, faculty, and staff have computer accounts as well as private space on a network server for data accessible by them from any networked computer. Students can print to any of the 50 networked printers across the campus.

ACADEMIC SKILLS CENTER

The Academic Skills Center, located on the second floor of Hege Library, is a resource which serves the learning needs of Guilford's diverse student population. The center fosters campus-wide dialogue and understanding of the teaching/learning process. Professional tutors work with individual students to improve reading, writing, studying, and quantitative skills,

LEARNING RESOURCES

as well as general time management. The center also sponsors special workshops and other valuable learning services including:

- **Student Tutoring Service:** peer tutoring in specific courses across the curriculum
- **Community of Writers (COW):** top student writers trained to respond to student texts and writing problems
- **Chem 911:** focused tutoring for introductory chemistry courses
- **Learning Disabilities Association:** peer support and programs for our large population of learning-disabled students.

The ASC forges its methodologies around the central and guiding mission to "teach learners how to learn." The ASC is not a remedial center; rather, it provides invaluable support for a broad range of students including honors students, individuals with special needs, students on academic probation, and those doing advanced course work or writing senior theses.

FIRST YEAR PROGRAM

The First Year Program assists entering students from the point of admission to the college through the declaration of the major. Components include:

Summer Contact. After a student is admitted to the college, the First Year Program provides information and serves as a resource to answer questions. During the summer, students will receive registration materials, an Enrollment Handbook, Avanti registration information, arrival procedures, and a variety of other mailings designed to make their entrance to Guilford as smooth as possible. Any questions from new or transfer students can be directed to the First Year Center (x2425).

Avanti. Optional pre-orientation programs designed to provide entering students with an opportunity for experiential learning and community-building with current Guilford students and faculty. Programs are 3-4 days in August and include rafting, rock-climbing, mountain biking, service projects, history and culture tours, and Visionquest experiences.

Chaos (New Student Orientation). Designed to assist students with the logistical and social transition to

Guilford, the five-day Chaos program (Community, health, advisement, orientation, and services) takes place directly following the Avanti program and prior to the opening of school. During Chaos, students participate in several group activities with peer leaders, meet with their academic adviser, are checked into the college (includes all business and financial aid procedures), receive Smart Cards (college ID's), and, with other new students and peer leaders, participate in fun activities such as Playfair, Festival on the Fields, and watching a hypnotist.

First Year Center. Located on the second floor of Founders Hall, the First Year Center (FYC) houses the offices of the Director of the First Year Program and the First Year Program/Residential Life Coordinator. The center is staffed by student workers and provides a resource for new and transfer students to get questions answered or just come to hang out. The center also organizes Friday and Sunday van transportation trips to the mall, Wal-Mart, etc., to give first-year students an opportunity to have access to the larger Greensboro community. The FYC is also the home of the First Year Advisory, comprised of one representative from each First Year Experience course. The center is open 9 a.m. to 5 p.m., Monday through Friday. Telephone: (336) 316-2425.

New Student Mentoring. In order to better assist students with the academic and social transition to college, the First Year Program provides a mentoring program for all entering students. Mentors are selected by Guilford staff from a variety of campus programs (Bonner, Honors, QISP, Native American Program, International Student Program, African American Affairs, and athletics). New students are put in groups of 4-6 with a mentor and meet weekly to discuss their transition, time management, study skills, campus resources, and to help get acquainted with the complexity of college life. New students receive one credit for participation in the course.

The Chaos Continues. Orientation is an ongoing process. Many transition and academic skills will continue to be addressed in the First Year Experience (FYE) course and the mentoring program. In order to augment this, the First Year Program provides ongoing experiential activities on weekends during the fall semester. These activities include a tour of Greensboro; trip to Reynolda House in Winston-Salem; tour of

Old Salem; clean-up at Hagan-Stone park; rock-climbing (indoor and outdoor); and a weekend camping trip to Hanging Rock.

SCIENCE LABORATORIES

In January 2000, all science departments are scheduled to move into the Frank Family Science Center. This new building will contain instructional and research labs, computer labs, offices, student study spaces, classrooms, a greenhouse, and an observatory. Many spaces and equipment are shared between the departments.

Scientific Computation and Visualization Facility.

Guilford's Scientific Computation and Visualization Facility, created through a grant from the National Science Foundation, is jointly operated by the students and faculty in the Chemistry, Geology, and Physics Departments. This facility supports 36 GB of disk space and features five Silicon Graphics 02 workstations (each with 128 MB of RAM) and one Silicon Graphics Origin 200 two-processor server (with 320 MB of RAM). The facility provides students access to software for numerous scientific and visualization applications including computation and visualization (Iris Explorer, Matlab), chemical modeling (Spartan), geographic information systems (ArcView, ERMapper), astrophysical analysis (IRAF), and photo design (Adobe Photoshop).

Biology. The Biology Department has five well-equipped laboratories, a greenhouse, and an animal and culture room. There are additional areas where students may carry on individual research. The Edgar V. Benbow Microbiology Laboratory is furnished with modern microbiological equipment. The Bailes Greenhouse provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. An herbarium is also available for plant study. The physiology laboratory provides equipment and new computer software for studies of animal and human functions. Individual and research microscopes, photographic equipment, and field equipment provide useful tools for students in all courses. The department maintains a collection of specimens of bird species of North Carolina. The college woods and lake provide further "outdoor laboratories" for research and study.

Chemistry. Recently acquired instruments include double-beam UV-visible spectrophotometers, an FT-IR spectrophotometer, high-performance liquid chromatographs, a capillary gas chromatograph, calorimeters for solutions and polymer analysis, computers for interfacing to instruments, a potentiostat-galvanostat, and an ion chromatograph.

Geology. Geology laboratories provide space for a complete geology program. They are equipped with rock saws and lapidary wheels for the preparation of specimens, basic sedimentation equipment, polarizing microscopes, photomicrographic facilities, portable magnetometer, gravimeter, and a 12-channel, recording, portable seismograph. Students may make use of other field equipment for hydrologic, environmental, and geological studies, and draw on excellent computer and software support for geophysical and geochemical studies. The department has a computer drafting station, including computer-assisted drafting software, a large digitizing pad, and color plotters up to 36" wide. These are complemented by image-processing capabilities (computer, software, and images) provided through research grants from NASA and the U.S. Geological Survey.

The college owns an extensive map, rock, mineral, and fossil collection to which additions are made through purchase and field trips. The Frank L. and Ethel Watkins Crutchfield rock collection, focused on fluorescent minerals, was given to the college in 1978.

A greater range of equipment, facilities, and library collections is available through cooperative programs with the University of North Carolina at Chapel Hill.

Physics. A significant part of the learning experience in the Physics Department takes place in the laboratory. The Physics Department introductory laboratories use a microcomputer-based data-gathering and analysis system connected to the campus network. The advanced laboratories house an atomic absorption spectrophotometer, a precision high-field magnet, lasers, a multi-channel analyzer, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronics laboratory designed for the use of integrated circuits for the construction of digital and analog electronic devices. The department jointly operates with the Chemistry and Geology Departments a network of UNIX workstations.

Equipment for observational astronomy includes

LEARNING RESOURCES

the MicroObserver with computer-driven 10-inch telescope and two eight-inch Celestron telescopes equipped for visual astronomy, astrophotography, and CCD imaging. The college also shares a research-grade 32-inch telescope at the Three-College Observatory.

Psychology. Current faculty and student research primarily is conducted outside of the traditional psychology laboratory. The psychology laboratory, nonetheless, provides opportunities for study of both human and animal behavior. Equipment includes Skinner boxes for animal studies, apparatus for studying human sensory abilities, and biofeedback equipment. Recent examples of student research include: study of stress and successful aging, postpartum depression, nurses' perception of children's pain, and self-monitoring in dating couples.

LANGUAGE LABORATORY

The Price Language Laboratory contains 20 booths equipped with cassette recorders which enable students to receive lessons from master tapes or to work independently with tapes of their own. The laboratory is open each weekday, as well as on certain nights, for regularly scheduled groups or students who wish to work independently. Students also may have language program cassettes duplicated on cassettes through the Media Center in Hege Library.

CLASSROOM BUILDINGS

The two main classroom buildings are Duke Memorial Hall and King Hall. In addition to classrooms and offices, Duke Hall also houses the foreign languages laboratory. Film viewing and demonstration lectures for groups up to 75 can be accommodated in Duke Hall's C. Elmer Leak Audiovisual Center, with equipment for video projection of both computer graphics and videotape on a large screen.

King Hall is the location for science laboratories, as well as general classroom and office space.

Classes are also held in Bauman Telecommunications Center, Dana Auditorium, Founders Hall, Hege-Cox Hall, and the Physical Education Center.

PHYSICAL EDUCATION CENTER

All students are encouraged to participate in intercollegiate and intramural sports.

Guilford College's Physical Education Center, dedicated in 1980, affords students the opportunity for physical development, recreation, and athletic competition. The center consists of the Ragan-Brown Field House and the renovated Alumni Gymnasium. The field house has three basketball courts, a swimming pool and separate diving tank, convertible courts for tennis and volleyball, meeting rooms and offices, and seating for up to 2,500 spectators. Alumni Gymnasium, built in 1940, contains physical education classrooms and offices for coaches and some faculty members. Near the Physical Education Center are eight tennis courts as well as fields for baseball and softball, football, lacrosse, and soccer.

In a cooperative venture, the Guilford College Physical Education Center is a facility shared by the college and the Guilford College Community YMCA. Many YMCA programs are open to Guilford students.

PRACTICING, PERFORMING, AND MEETING SPACE

Charles A. Dana Auditorium, completed in 1961, is a proscenium theatre that seats 1,100 and is used for major musical events and the Fine Arts Series (ArtsETC) as well as for lectures and conferences. The south wing houses teaching classrooms, music practice rooms, and a large choir room for rehearsals and small informal concerts. The Mary Pemberton Moon Room is suitable in size and arrangement for worship, informal lectures, and monthly faculty meetings. Dana Auditorium hosts classes from a variety of disciplines and houses offices for the Music and Religious Studies Departments. In the summer, Dana is home to the Eastern Music Festival and the Eastern Philharmonic Orchestra.

Sternberger Auditorium, adjacent to Founders Hall, is a flexible performance space that seats up to 250 and is equipped for stage productions, concerts, lectures, and dances.

STUDIOS AND GALLERIES

Hege-Cox Hall contains the Art Department offices, an outdoor kiln for firing ceramics, darkroom, and studios for wood sculpture, ceramics, printmaking, painting, and drawing. There is a hallway gallery for the exhibition of student work. Gallery spaces in Founders Hall also exhibit work by students. In the Hege Library, the Guilford College Art Gallery houses a permanent teaching art collection and features exhibitions by art faculty and visiting artists.

The Guilford College Art Gallery.

Housed in Hege Library, the Guilford College Art Gallery opened in 1990 with more than 3,500 square feet devoted to exhibiting the college's teaching art collection and occasional temporary exhibitions. In addition to an enclosed main gallery, there are eight atrium galleries, vitrines, and an art storage area utilized by the college's art curator.

As the "scholarly crossroads" of the Guilford campus, Hege Library offers an ideal location for the gallery. The addition of visual arts to the library enriches the environment for students who now may view fine works of art while pursuing their studies.

Original works of art in the collection function as a primary source of knowledge for faculty, students, and the community at large. Students analyze and study these objects in a variety of contexts; creative artists draw inspiration from them; faculty use them to reinforce their interdisciplinary approach to teaching.

Formed in 1973, the permanent collection was significantly expanded in 1986 with generous contributions by Rachel and Allen Weller (Mr. Weller was dean emeritus of the College of Fine and Applied Arts and director emeritus of the Krannert Art Museum at the University of Illinois at Urbana-Champaign), and by Ruth and Ira Julian, dedicated art collectors. It now boasts more than 600 items by nearly 300 artists.

The college seeks to collect works of art representing a broad range of periods, styles, and cultures. The collection includes original works by Rembrandt, Picasso, and Dali as well as an impressive selection of 20th-century American artists, featuring works by Grant Wood, Leon Golub, Miriam Schapiro, Robert Bechtle, Josef Albers, Roger Brown, Joseph Stella, and Abraham Rattner.

X. ADMISSION AND FEES

Guilford looks for applicants whose qualities of intellectual capability, personality, and social awareness will enable them to benefit from both the academic program and campus life. Further, the college seeks students whose backgrounds and talents will enrich the experience of the college community and whose concerns promise constructive leadership and service in the society in which they live.

To promote the exchange of ideas and values, Guilford seeks to admit a student population representing wide areas of the United States and other nations, as well as a broad spectrum of ethnic, religious, racial, age, socioeconomic, and cultural groups.

ADMISSION PROCEDURES

Criteria for Selection

The Admission Committee reviews each application individually, with consideration given to all aspects of an applicant's record, keeping in mind the admission objectives set out above.

Academic Record

The Admission Committee examines an applicant's past scholastic achievement, as demonstrated by grades and class rank in high school.

There is no specific number or pattern of units required for entrance to Guilford. The college is primarily interested in the quality of a student's overall academic performance. However, to be better prepared for academic success in Guilford's liberal arts curriculum, a student should include among the 16 high school units at least 12 academic units (four units in English, three in mathematics, three or four in natural sciences, and two to six in a foreign language).

In addition to their course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and in developing the ability to express ideas accurately.

Entrance Tests

To assist the Admission Committee in evaluating

ADMISSION AND FEES

a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Test (SAT I) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the college.

Portfolio

An applicant may choose to submit a portfolio in lieu of standardized test scores. A portfolio should reflect the student's academic, creative, and personal interests and accomplishments. It may include art, expository or creative writing, scrapbooks, videos, cassette recordings, or even a personal performance for members of the Admission Committee (with at least two weeks' advance notice). The content of a portfolio is limited only by the applicant's imagination; it must be sufficient, however, to provide evaluative information to substitute for standardized test scores. In this case, choosing to withhold SAT I or ACT scores will not prejudice the student's chances of admission.

Personal Characteristics

Personal characteristics are evaluated through recommendation forms and an interview, preferably on campus. Guilford encourages students to visit, have an interview with an admission officer, talk with different members of the college community, and become familiar with the campus. Personal contact also lets the admission staff become better acquainted with an applicant. Arrangements for a personal interview and a campus visit may be made by writing or calling the Admission Office. Call 336-316-2100 or 800-992-7759 to arrange a campus visit.

Other Materials

All applicants are encouraged to submit for the committee's review any additional information concerning unusual circumstances, achievements, or abilities which they feel would be relevant to the process.

International Student Applications

To be considered for admission, an international student must comply with certain special procedures. An applicant should complete the application form and return it with the following:

- a bank draft in payment of the application fee of \$25 (U.S. dollars)

- one copy of an official transcript from each high school or college attended
- one copy of an official TOEFL (Test of English as a Foreign Language) score (to be considered, a student must score 550 or above)
- a completed financial statement indicating adequate financial support to meet the expenses of the entire academic program at the college. Applications will not be processed unless such declaration can be made.

A provisional admission can be granted to a prospective student who meets the following conditions:

- ranks in the upper 40 percent of his or her graduating class
- has maintained a grade average equivalent of C or better
- agrees to enroll and continue studying in the INTERLINK program or an equivalent intensive English language program until she/he scores 550 or above on the TOEFL examination. Upon achieving a minimum TOEFL score of 550, the applicant is required to complete a statement demonstrating proficiency in written English.

Transfer Applications

Qualified students from other accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for admission to Guilford, a prospective transfer student needs at least a C average in all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria used for first-year applications.

The materials necessary to complete an application for transfer are:

- the transfer application for admission and the \$25 application fee
- a transcript from every high school and college attended
- results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable)
- a recommendation from the dean of students of

each college the student has attended (this form is separate from the application for admission).

English and Foreign Language Evaluation

All first-year students are evaluated for proficiency in English and in the foreign language they wish to continue studying. On the basis of these evaluations, students are placed in the most advanced courses for which they are qualified. Students choosing the new curriculum will also be evaluated for proficiency in mathematics.

Immunizations

North Carolina law requires that all students submit proof of immunization against diphtheria and tetanus (DT), polio, measles (rubeola), mumps, and rubella within 30 days of enrollment. Students failing to do so must be suspended.

Advanced Placement

Advanced standing may be earned through the Advanced Placement Program of the College Board or the College Level Examination Program (CLEP) for a total of 32 credits (with a maximum of 16 in each) for those examinations that correspond to courses in the Guilford curriculum.

The required First-Year Experience 101 course cannot be waived by examination. The appropriate department chairperson must approve placement and credit decisions in the student's major.

Placement requires Advanced Placement scores of three or better, or CLEP scores of 500 or better; credit requires Advanced Placement scores of four or better, or general CLEP scores of 550 or better. Subject CLEP scores must be at least 50 for placement and at least 55 for credit. General examination scores may apply only to courses taken to satisfy the general college or distribution requirement. Students may obtain credit for other courses only by taking subject area examinations.

Guilford College also recognizes the International Baccalaureate (IB) for admission purposes. A course-by-course review by the Registrar and the academic department(s) will specify placement and credit for higher-level subjects passed at an acceptable level.

For further information, the student should contact the Registrar's Office or the Admission Office. Continuing Education students should consult an academic adviser in the Center for Continuing Education.

Early Entrance

Guilford College's Early Entrance Program welcomes applications through the normal admission process from qualified students who wish to pursue their educational objectives at an accelerated rate. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program.

Any high school student with superior academic potential is eligible to apply. Usually these applicants wish to enroll after completion of the 11th grade, but capable students who wish to enter college even earlier may, in some cases, be considered. Minimum age for application is 14.

For details, contact the Admission Office.

Application Procedure

Applications are processed as soon as an application form and all supporting materials are received in the Admission Office. The materials needed are:

- the completed application form with a \$25 application fee
- a transcript of all secondary school work
- results of one of the college entrance examinations (SAT or ACT) or a portfolio
- the School Report Form and at least one Teacher Evaluation (these forms are included with the application for admission)
- other recommendations at the discretion of the applicant.

Accepted students confirm their intention to enroll by paying a non-refundable \$300 Enrollment Fee required of all students.

For more information

Inquiries concerning admission to Guilford College should be addressed to:

Guilford College
Admission Office
5800 West Friendly Avenue
Greensboro, NC 27410
336-316-2100 or 800-992-7759

ADMISSION CALENDAR

Early Decision Deadline: December 1

Notification: December 15

Regular Decision Priority Deadline: February 1

Notification: April 1

After February 1, applications are taken on a space-available basis. Interested students who miss the priority deadlines are urged to contact the Admission Office.

Early Decision Plan

To eliminate the necessity for prospective Guilford students to file admission applications to several colleges and to reduce the anxiety of some regarding acceptance, Guilford has joined a number of other colleges in offering an Early Decision Plan.

Through this optional arrangement, students whose first choice is Guilford and who have strong academic and personal qualities may have a decision from the Admission Committee by December 15 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan, students should take the SAT or ACT examinations during their junior year in high school and submit their applications, with all supporting material, by December 1 of their senior year.

Under this plan, students agree to apply to no other colleges as an Early Decision candidate until a decision is reached by Guilford; and, if accepted, they agree to enroll at Guilford and pay the \$300 enrollment fee by January 15.

TUITION AND FEES

Fees are subject to change.

Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250 and 450) in any department.

Please see chart on page 113.

EXPLANATION OF FEES

Student Activity Fee. The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

Admission Deposit. A \$300 admission deposit is required of all first-time students. This fee is not refundable, but it will be applied to the student's first-semester tuition and will be reflected as a credit toward tuition on the bill. The admission deposit is due by May 1. Early Decision applicants must pay this admission deposit by January 15. If a student decides to attend Guilford, the student may pay the admission deposit earlier than May 1; however, once paid, it is not refundable.

Deposit In Escrow. A \$300 deposit is charged and is held in escrow while the student is enrolled. When the student graduates or withdraws from Guilford, the deposit in escrow is refunded in full, less any outstanding charges.

Key Deposit. A key deposit of \$25 is required of all resident students. The deposit is credited to the student's account at the end of each year when the student returns the key or is refunded if the student does not return for the next semester or graduates. If a student loses a key, she/he will be billed for the key and lock replacement and for the cost to re-key related locks.

Motor Vehicle Registration Fee. For further information on motor vehicle registration and regulations, refer to the Student Handbook.

Insurance Premium. Refer to section below on medical and accident insurance.

Medical and Accident Insurance

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25 deductible). The policy provides up to \$2,000 medical expenses for each accident or sickness.

Details of the policy are subject to change each year. Information on details of coverage is provided during the summer preceding each academic year.

The premium for insurance appears as an item on the first-semester charges. Students or parents must notify the Business Office in writing by August 15 if such protection is not wanted.

International Student Insurance

International students attending Guilford College full-time are required to carry the basic sickness and accident policy and major medical coverage

MAIN CAMPUS 1998-99 SEMESTER FEES

	RESIDENTIAL STUDENTS & ALTERNATIVE HOUSING	HOBBS HALL	HILDEBRANDT HOUSE	STUDENT APARTMENTS	DAY STUDENTS
Tuition & Fees	\$ 7,398	\$ 7,398	\$ 7,398	\$ 7,398	\$ 7,398
Student Activity Fee	135	135	135	135	135
Room (double)	1,425	1,365	1,725	2,070 (single)	
Board	1,275	1,275			
Technology Fee	150	150	150	150	150
Subtotal	10,383	10,323	9,408	9,753	7,683
Key Deposit	25	25	25	25	
Insurance (YR)*	131	131	131	131	131
Total	10,539	10,479	9,564	9,909	7,814
Semester Abroad	\$10,098				

* For new Guilford students, medical coverage for Spring 1999 is \$77. (International students pay \$394 for a year's coverage and \$230 for spring through summer coverage which includes a \$50,000 major medical policy. This is different from other students' coverage.) The insurance fee can be waived by completing and returning the insurance waiver card included in the billing booklet. All students involved in intercollegiate athletics **are required** to carry special athletic insurance and pay an additional premium of \$90 (subject to change).

Other Fees

Application Fee	\$ 25
Admission Deposit (non-refundable -- applied to first semester tuition)	300
Deposit in Escrow	300
Tuition per Credit (less than 12 credits)	462
Tuition Overload Fee per Credit (more than 18 credits)	199
Audit Fee per Credit	25
Registration Fee	15
Duplicate Diploma Fee	15
Returned Check Charge	20
Duplicate ID Charge	10
Motor Vehicle Registration	
Residence Student	50
Day Student	25
Extra Stickers (1/2 of first sticker price)	
Late Fee on Monthly Payments (per payment)	10
Single Room Charge	575

Special Course Fees

(subject to change)

Canoe Camping	\$125
Horseback Riding	150
Education 440 (student teaching)	50
Education 440 (student teaching for two teachers)	80
Music Fees – Guilford; one 1/2 hour lesson per week	225
Music Fees – Guilford; one 1 hour lesson per week	450
Private Music Fees – Greensboro Academy of Music; one 1/2 hour lesson per week	257
one 1 hour lesson per week	449
Rock Climbing	90
Glass Blowing	25
Guitar Class	125
Scuba PADI certification	190
Golf	12
Modern Dance	45

ADMISSION AND FEES, FINANCIAL AID

(\$50,000 maximum) available through the college plan. To be exempt from this coverage and the fee, a waiver form must be sent to the college Business Office by check-in day, indicating that the student has at least comparable coverage with a medical insurance company based in the United States.

Athlete Insurance

Students participating in intercollegiate athletics are required to have athletic insurance coverage. Details are available from the Athletic Department.

PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. The appropriate payment, based upon the payment plan selected, must be received by August 1 for the fall semester and by December 15 for the spring semester. Any student with an unpaid account 10 days after registration is subject to expulsion from the college.

Monthly Installment Plan (MIP)

It may be convenient to pay educational costs on a monthly basis. Guilford College offers the following payment plan:

One fourth of the total cost must be paid on or before August 1 for the fall semester and December 15 for the spring semester. The next payment is due September 1 for the fall semester and February 1 for the spring semester, and the first of each month for two consecutive months. There is a two percent add-on finance charge (12 percent per annum).

REFUNDS AND ADJUSTMENTS

Traditional-age students who reduce their course load below 12 credits during the first 21 days are billed on a per-credit-hour basis.

Withdrawal from Guilford College for reasons other than academic or disciplinary suspension or dismissal is official only after an official withdrawal form is completed and returned to the Dean of Student Life's office. A request to the registrar for a transcript of credits shall be considered neither a notice of withdrawal from the college nor a cancellation of room and/or board reservation.

Withdrawal from the College

First-time enrolled students receive a pro-rata refund of tuition, room, and board up to the 60 percent point of the term in the first semester only. Continuing students receive a pro-rata refund of tuition, room, and board up to the 50 percent point of the term. Financial aid that requires half-time or full-time enrollment for the term will be canceled in accordance with state and/or federal requirements.

A detailed refund schedule can be obtained from the Business Office.

Room

No refund or credit will be made to any student suspended or expelled from the college or residence hall for disciplinary, academic, or financial reasons.

The college is not responsible for the student's personal belongings located on college property. Students are urged to obtain their own insurance policy or to check with their parents' policy to ensure that their personal belongings are covered for damage or theft while located on the Guilford campus.

Board

The Director of Food Services, Director of Residential Life, and the college nurse are responsible for reviewing requests from students who present medical evidence requesting removal from the board plan for dietary reasons. Students seeking an exemption from the board plan should begin the process by going to the Residential Life Office for procedures and application forms. Approval is required prior to a student's removal from the board plan.

XI. FINANCIAL AID

There are many students whose family resources are insufficient to meet the cost of a college education without special assistance. The Director of Student Financial Assistance and Planning and the Student Aid and Awards Committee of the faculty attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans, and work opportunities.

About 58 percent of Guilford College students receive need-based financial assistance (averaging \$14,658 in 1997-98); another 27 percent receive some type of financial assistance, such as merit awards or entitlements. All students benefit from income from

endowment funds, since tuition and other expenses are set below actual costs.

Basis of Awards

In granting or renewing financial aid, the Student Aid and Awards Committee takes into consideration both satisfactory academic performance and financial need, according to the terms of the particular scholarships available. Financial aid may be continued for students placed on academic probation. However, financial aid may be terminated unless a C (2.00) average is earned during each term of academic probation. Please note: financial aid based on need is not automatically continued but must be applied for each year.

Application for Awards

Completed Free Applications for Federal Student Aid must be submitted to the government or a copy submitted to the Student Financial Assistance and Planning Office at Guilford College by March 1 for new students and May 1 for continuing students. Guilford evaluates financial need by the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's PROFILE Form submitted directly to the College Scholarship Service according to the above prescribed dates.

Students wishing to be considered for any need-based assistance other than federal funds must submit the CSS PROFILE Form in addition to the FAFSA. Forms may be obtained from the high school counselor or directly from Guilford College's Student Financial Assistance and Planning Office.

Applications for scholarships and other financial assistance, or requests for additional information, should be addressed to:

Guilford College
Director of Student Financial Assistance and Planning
5800 West Friendly Avenue
Greensboro, NC 27410
336-316-2354

SCHOLARSHIPS

Guilford Scholarships

Five incoming first-year students are awarded Guilford Scholarships. This award provides full tuition, fees, room, board, required books, and travel expenses for two round trips between home and college.

Recipients must maintain a 3.25 grade point average and are expected to be fully engaged in the life of the Guilford community. They are expected to be active participants in the Honors Program. Recipients are selected through an application and interview process based on outstanding intellectual ability as evidenced by superior class rank, standardized test scores, and outstanding achievement in a given area. They will demonstrate a commitment to the ideals of community service and leadership.

Honors Scholarships

The college awards up to 30 Honors Scholarships to students in each entering class. These highly competitive academic scholarships exceed \$5,000 and range up to full tuition. They are renewed for each of the four normal years of study, provided an overall grade point average of 3.00 or better and full-time status are maintained.

Presidential Scholarships

Incoming first-year students who have demonstrated outstanding leadership during high school are eligible for renewable Presidential Scholarships of \$2,000 to \$4,000 a year. Leadership criteria include achievement in areas such as the arts, civic affairs, student government, or student publications. Minimum academic qualifications include a cumulative SAT score of 1100 (or ACT equivalent), or a class rank in the top 15 percent in high school. Financial need is not a criterion. Continued eligibility beyond the first year depends on maintaining a grade-point average of 2.75 or better. Recommendations for awards are made by full-time professional staff or faculty within the college.

Corella and Bertram E. Bonner Scholarships

Guilford College was selected by the Corella and Bertram E. Bonner Foundation in 1991 to be one of 11 liberal arts colleges to participate in a scholarship program funded by the foundation. Twenty first-year students, ranking in the top 40 percent of their high school classes and qualifying for a high level of financial assistance, are awarded scholarship funds to replace work-study in their financial aid packages. In exchange for the scholarship, students participate in a variety of tutoring and other community service programs which must include summer program options. Eligible students must meet the established March 1 financial aid deadline.

See Section XIV for scholarships awarded to students already enrolled.

AID FOR QUAKER STUDENTS

To the extent that restricted Quaker funds are available, Guilford College follows the guidelines below for financial aid to Quaker students and ministers.

Quaker Leadership Scholarship Program

In an effort to recognize leadership potential among young Friends and to cultivate that potential, Guilford College offers an average of eight to 10 Quaker Leadership Scholarships to each entering first-year class. Scholars are selected on the basis of interest in the Religious Society of Friends, leadership, and academic potential.

Students selected as Quaker Leadership Scholars receive financial awards up to \$2,000 per year, renewable for four years. In addition, the college will award another \$500 per year if matched by the student's monthly meeting or other Quaker agency. Quaker Leadership Scholars must participate in a variety of program activities that include mentoring, community service, internships, Quaker studies courses, and involvement in campus groups. The program is coordinated through the Campus Ministry Office and Friends Center.

Aid for Quaker Ministers

Recorded Quaker ministers serving North Carolina Friends Meetings who are degree-seeking students are eligible for financial assistance equal to the cost of full tuition up to and including 18 credits per semester. If the student attends college full time and receives the North Carolina Legislative Tuition Grant, the amount of Quaker funds will be reduced accordingly.

Aid for Quaker Ministry Candidates

Candidates for Quaker ministry may qualify for up to \$1,000 per year in loan/grant funds, according to need, if the sum awarded is matched by an equal contribution from the student's monthly, quarterly or yearly meeting (or a combination of these). If, after leaving Guilford College, the student is employed full time in a professional capacity in North Carolina Yearly Meeting, she/he may have the loan canceled on a

proportionate basis. Applications should be made to the Director of Student Financial Assistance and Planning.

AID TO NORTH CAROLINA RESIDENTS

To qualify for North Carolina state grants, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are not available for students who have earned a bachelor's degree or have qualified for such a degree.

North Carolina Legislative Tuition Grant

During the 1997-98 academic year, \$1,450 was credited to each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on October 1 for the fall term and on the 11th day of the spring term.

North Carolina State Contractual Scholarship Fund

The State of North Carolina provides scholarship assistance to needy North Carolina students attending private post-secondary institutions. During the 1997-98 academic year, \$332,000 was distributed on the basis of need to Guilford College students from North Carolina.

FEDERAL GRANTS AND STUDENT LOANS

The **Federal Pell Grant Program** is administered by Guilford College. The amount of each grant ranges from \$400 to \$3,000 and is determined by a Congressionally approved schedule. Application for a Pell Grant is made via the Free Application for Federal Student Aid.

The **Federal Supplemental Educational Opportunity Grants (FSEOG)** are available for students from low income families with exceptional financial need who require these grants to attend college. Grants range from \$200 to \$4,000 a year, depending on need, for a maximum duration of four academic years.

The **Federal Perkins Loan Program** offers loans to be repaid within 10 years with an interest rate

FINANCIAL AID, ACADEMIC REGULATIONS AND PROCEDURES

of five percent. Payments begin six months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years for a variety of postgraduate study and working experiences.

Federal Direct Student Loan (FDSL)

Guilford College participates in the Federal Direct Student Loan Program, a new alternative to the Federal Family Education Loan Program (Stafford Loans, etc.).

FDSL loans are federally-funded and insured. A completed Free Application for Federal Student Aid serves as the official application for a Federal Direct Student Loan. If an FDSL is awarded, it will be included on the Financial Aid Award and Agreement and an official Promissory Note will be issued. In order to receive the loan, simply sign and return the award letter and complete and return the Federal Direct Student Loan Promissory Note. Once these documents are received in the Student Financial Assistance and Planning Office, the loan proceeds will be requested by the college from the federal government. Funds will be transferred electronically to your tuition account. In the instances when students are due a refund, a college check will be issued.

Unsubsidized Federal Direct Student Loan

There are two versions of the Federal Direct Student Loan (FDSL). The FDSL is a loan based on need while the Unsubsidized FDSL is not. Once the office has determined eligibility for either of these loans and indicated so on the award letter, the above-referenced letter and Promissory Note must be returned to receive these funds. If the award of either of these loans is declined, simply indicate the rejection of the loan on the signed award letter, initial the change, and return to the Student Financial Assistance and Planning Office. The Student Financial Assistance and Planning Office will remove any reference to the loan(s) on the award and the Business Office will not anticipate any funding from these sources.

WORK OPPORTUNITIES

Guilford College operates a Student Employment Service to assist students who need to work while in school. Placements are made in a variety of jobs, both on and off campus.

The college also administers a federally funded work-study program as well as an institutionally funded work program for which students may qualify on the basis of need.

Part-time work is available in the library, cafeteria, offices, laboratories, physical education center, and maintenance area. Women students may reduce their expenses by rooming in Mary Hobbs Hall, a cooperative residence hall.

XII. ACADEMIC REGULATIONS AND PROCEDURES

Academic regulations are subject to change. In general, students may graduate according to the academic regulations stated in the catalog at the time of their entrance. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations and to plan courses of study that will meet all departmental and college requirements.

REGISTRATION PROCEDURES

Entering first-year students are mailed pre-registration materials during the summer. They complete their registration with their adviser during August orientation.

Transfer and readmitted students may pre-register during the summer by contacting the Associate Academic Dean or register on the day before classes begin in August.

Current students preregister for the fall semester during April and preregister for the spring semester during November. All students are expected to claim their preregistration schedules during the official registration day at the beginning of each semester.

Advising. Entering first-year students select their courses in conjunction with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department if they have chosen a major. If not, they may continue with the current adviser or choose another adviser. To declare a major or change from one major to another, a

ACADEMIC REGULATIONS AND PROCEDURES

student should see the chairperson of the new department. To complete the switch, the current adviser and the new adviser should sign a "change of adviser" form and the student should deliver it to the Registrar. If requested, the Associate Academic Dean will assist with a change of adviser.

Enrolling in Consortium Courses. During preregistration or registration for the fall and spring semesters, Guilford College students also may enroll in appropriate liberal arts courses in the Consortium (see page 98), provided that Guilford does not offer the selected courses and that the institution's own students do not fill the enrollment. Full credit will be granted and grades and grade points will be transferred.

Changes in Registration: Withdrawal from Courses. Once registered, the student is responsible for all listed courses and may change registration only by delivering to the Registrar's Office a drop-add slip bearing the signatures of the academic adviser and the instructors of the courses dropped and/or added.

Students may add new courses to their schedules during the first week of classes with the adviser's and the professor's written approval. They may drop courses with a grade of W up to six weeks before the last day of classes in a semester. After that, the regular grade will be given unless the Associate Academic Dean, Academic Dean, or Dean of Student Life authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in those cases when a student withdraws completely from the college.

CLASS STANDING: CLASSIFICATIONS OF STUDENTS

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A **first-year student** has completed fewer than 24 credits toward a degree; a **sophomore**, at least 24 credits; a **junior**, at least 56; and a **senior**, at least 88.

A **special adult student** (age 23 or older) is a student for whom normal requirements for admission to a degree program are waived. See Section VIII for additional information.

An **unclassified student** is one who already

holds a baccalaureate degree. Such students may or may not be seeking a second degree.

A **visiting student** is not seeking a Guilford College degree, but is earning college credit to be applied to a degree program at another college or university.

An **auditor** is a student who attends class, listens to lectures, and may participate in class discussion without receiving credit. Auditors may enter any college course for which they have the stated prerequisites, with permission of the instructor and payment of a course or laboratory fee where applicable. Auditors register on the first day of class. If they are part-time or CCE students, they pay an auditing fee of \$25 per credit (\$100 to audit a four-credit course). Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor or the Registrar may request the latter to withdraw from the course. A full tuition refund will be made in all such cases.

Senior citizens of age 60 or above who meet the stated prerequisites for a course may enroll as auditors, with instructor permission, if space permits. Applicable course and laboratory fees must also be paid. Each student, except for an auditor, is either a full-time student (carrying at least 12 credits) or a part-time student (carrying fewer than 12 credits). All main campus students must live in the residence halls unless they have been granted permission to live off campus by the Residential Life Office.

NORMAL SEMESTER LOAD

Students working toward a degree normally carry four courses (16 credits) each semester. In the fall and spring terms, 12 to 18 credits are considered a full-time load. During each five-week summer term, four to six credits are considered a full-time load. For the eight-week summer term, eight credits are considered full time.

OVERLOADS

Students who wish to take more than 18 credits in any semester must have the permission of the Associate Academic Dean. Additional charges are assessed for all credits over 18 per semester, with the exception of those taken by music majors, who pay the extra music fee required by their course of study. Students

who have made the full-time Dean's List for the previous three semesters and have permission to register for 20 credits will not be charged for the two-credit overload.

THE WEEKLY SCHEDULE

Campus day classes meet on weekdays. Night classes meet in eight-week (Fast Track) terms on Monday/Wednesday and are also available in 16-week terms on Tuesday/Thursday or on Monday, Tuesday, Wednesday, or Thursday evenings only.

Certain classes meet for four hours each week, others for three hours, and some for only two hours, the frequency of meeting depending upon the nature of the course and the method of instruction. In every case, three hours of consistent effort per week is expected of the typical student for each credit.

CLASS ATTENDANCE

Laboratory attendance is considered an essential part of science and language courses. The success of classes using discussion techniques and seminars emphasizing student participation depends on regular attendance by the participants. Individual faculty members and academic departments make clear their requirements and expectations in regard to particular courses. Failure to meet such requirements or expectations may result in lowered grades, an involuntary withdrawal from a course, and, if the last day for withdrawal has passed, a failing grade.

Students on academic probation are allowed no absences unless approved by the Associate Academic Dean. Students failing to meet this condition of academic probation are subject to suspension or dismissal.

CANCELLATION OF CLASSES

Classes are scheduled to assist students in the learning process, and it is the policy of the college to hold all classes as scheduled. Classes are normally not canceled in times of inclement weather. However, in case of severe weather hazards, the President and the Academic Dean will determine whether scheduled classes will be held. The Academic Dean will an-

nounce cancellations via voice mail and local radio and television stations. Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not canceled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable each student to make up missed work.

Faculty members unable to meet classes in such situations or because of illness will notify their chairperson or the Academic Dean. Proper notice will be placed in the instructor's classroom at the beginning of the instructional period.

THE GRADING SYSTEM

A student's grades are determined by daily preparation, participation in class discussion, the quality of written and laboratory work, and the results of quizzes and examinations.

The grade of A represents exceptional achievement; B, superior; C, average; D, passing; and F, failing. The grade for auditing is AU.

Plus (+) and minus (-) suffixes to letter grades may be assigned and will be shown on the student's permanent record. Plus (+) and minus (-) suffixes may not be used when assigning the grade of F; and the plus (+) suffix may not be used when assigning the grade of A.

An "X" precedes a grade whenever, through unavoidable circumstances, the work in a course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by the approved deadline, which will be no later than interim of the next regular semester. Provisional grades for seniors may not be changed after graduation.

Occasionally RD (report delayed) is recorded to indicate that a grade was not received.

Only grades of C- or better may be counted toward the major.

Grade Reports. During the fall and spring terms, midterm progress reports are available to students through their advisers. At the end of each semester, final grades are entered on the permanent record, and, if the student's Business Office and library accounts are settled, a grade report is forwarded to the

ACADEMIC REGULATIONS AND PROCEDURES

student, the faculty adviser, the Associate Academic Dean, and the Dean of Student Life. If a student requests, the Registrar's Office will mail a grade report to parents.

Permanent records are unabridged records of all work attempted by students at Guilford College. Confidentiality of student records is maintained according to guidelines published by the Student Life Office.

Grade Points (Quality Points). One grade point is assigned for each credit of D work, two for C, three for B, and four for A; zero points are assigned for grades of F, XF, WF, Plus (+) and minus (-) suffixes add and subtract .3 to the numerical value of the grade affected. To be a candidate for a degree, except under the C credit accumulation plan, a student must have a cumulative C (2.00) average.

Cumulative grade-point averages are determined by dividing the accumulated grade points by the total credits attempted, minus credits in courses marked AU, W, WP, CR (credit), NC (no credit), or RD and transfer credits. Each time a course is taken or repeated, the attempted credits and grade points are entered into the statistics used to compute the grade-point average.

Students may not repeat for credit any course previously passed. The credits for a course can apply toward graduation only once, no matter how many times it is passed. Exceptions are the Special Topics courses, whose contents vary, and courses indicating in the course listings that they may be repeated.

Numerical values assigned to grading are:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

Grade point averages are computed at the end of each term and include all work done at Guilford College plus work completed during fall and spring semesters at consortium institutions. Summer work completed at Guilford College is included in the computation of a student's grade-point average; summer work taken at other institutions is not included.

Pass/Fail Option To encourage students to broaden their course selections after the first year, the college offers students the opportunity to elect one course

each semester (a maximum of eight credits a calendar year) on a pass/fail basis.

Students electing pass/fail grading during the first week of the term and subsequently meeting all the normal requirements of the course at the C level or above will be awarded credit for the course with a grade of CR (credit). Unsatisfactory progress will be indicated with a mark of NC (no credit). Neither grade will affect the student's grade-point average.

To elect pass/fail grading for a regularly graded course, the student must secure the consent of the instructor and file an election card with the Registrar by the last calendar day to add courses. Students who decide to adopt this option will not be allowed to change their registration.

The pass/fail options may not be used in courses required in the student's major, nor in any other required course (including the minor, related field, concentration, and liberal arts requirements), nor by first-year students. Veteran benefits are not available for courses taken on a pass/fail basis.

A few Guilford courses, as indicated in the catalog, are exclusively graded pass/fail.

THE HONOR CODE

In academic affairs, Guilford College operates according to an honor system, symbolized by the honor pledge inscribed by students at the end of written work submitted for credit: "I have been honest and have observed no dishonesty."

It is assumed that all members of the college community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine efforts on an assigned project. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others.

Faculty members or students suspecting that a student has not been honest in academic work and having evidence to support this suspicion should refer the case to the Academic Honor Board for consideration. As with all judicial matters, the rights of the suspected student will be protected.

TRANSFER CREDITS

Transfer students must present an official transcript from each college attended, a statement of honorable dismissal, and a complete record of the entrance credentials submitted to the institution from which they wish to transfer.

Credit for courses completed with a grade of C or above, appropriate to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges, or universities. Courses to be applied to a major at Guilford College must be approved by the chairperson of the major department.

A maximum of 64 credits may be transferred from two-year colleges, and up to 48 credits from two-year technical colleges accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or one of its five regional equivalents. Up to 32 credits may be transferred from two-year community colleges, technical colleges, or other two-year institutions not so accredited.

All requests for the transfer of credits are evaluated by the Registrar or, for Continuing Education students, by an academic adviser at the Center for Continuing Education. Transfer students may receive 16 credits for each 15 semester hours applied to Guilford's degree.

Each transfer student must meet the college regulations for graduation with respect to all academic requirements described in Section III. If a student enters with 15 or more credits, the First-Year Seminar is not required.

Transfer students who have completed first-year English requirements with a grade of C or above at either an accredited four-year college or university, or an accredited North Carolina two-year college, are not required to take the English Placement Exam. Transfer students from all two-year institutions outside North Carolina are expected to take the Placement Exam unless granted an exemption by the Director of Writing.

A good score on the test along with a minimum of three transfer credits in freshman English composition and literature will satisfy the college's English 150 requirement. Otherwise, the student may be placed in English 110 for additional work on composition skills. A transfer student with three credits in freshman English may enter English 150 without loss of credit; however, English 110 will be considered a four-credit

duplication of first-year transfer English credit.

Students who are entering under the new curriculum requirements with appropriate credit for a second semester of first-year composition course will not need to satisfy the college's Historical Perspectives requirement. However, they will be expected to take a history course of their choice.

All students whose native language is not English are screened by INTERLINK testing or by the English Placement Exam, and their placement in English 110 or 150 is determined by scores on these tests.

A foreign language proficiency test is administered to transfer students who have not satisfied the requirement with at least three transfer credits in a foreign language. Through scores on this test, students may be exempt from further language study.

ACADEMIC PROBATION

A Guilford College student will be on academic probation if the cumulative grade-point average is below the level required for graduation: 2.00.

Students placed on academic probation are not allowed any unexcused absences from classes. Their eligibility to continue at Guilford College is contingent upon earning at least a C (2.00) average during each term of academic probation. Earning a C average during a given term may not remove a student from academic probation, but it will assure eligibility to continue at Guilford. Failure to meet the conditions of academic probation will result in suspension or dismissal.

Academic probation is not considered a punitive measure, but rather an indication that the student needs to make greater effort. Students on academic probation are advised to seek special counseling from their academic adviser, staff of the Academic Skills Center, or from the Student Life staff to help surmount difficulties which might lead to suspension or dismissal.

SEPARATION FROM THE COLLEGE

Academic Suspension or Dismissal. If a student fails to attain a term average of C while on academic probation, the student will either be suspended for an academic year or dismissed for academic deficiencies.

ACADEMIC REGULATIONS AND PROCEDURES

Students recording a 1.00 or lower grade-point average during the first semester at Guilford will be suspended or dismissed without a probationary period.

Suspended students may apply for readmission through the Admission Office after their suspension period. The Associate Academic Dean has the authority to readmit students whom the college has previously dismissed. If they are readmitted, students who have been suspended or dismissed return on academic probation. These students may become eligible again for financial aid; the returning student must file an appeal with the Student Aid and Awards Committee. In a similar way, readmitted students are permitted to resume athletic participation if all eligibility standards are met.

Disciplinary Suspension or Dismissal. The Student Handbook outlines rules and regulations for disciplinary suspension or dismissal.

Voluntary Withdrawal. All students who wish to withdraw from the college during a semester or at the end of a semester must indicate their intentions through completion of an official withdrawal form with the Student Life Office. Continuing education students obtain withdrawal forms through one of the academic advisers at the Center for Continuing Education. All students who withdraw must complete and submit applications for readmission if they wish to re-enroll.

Nonpayment of Tuition and Fees. Students must pay tuition and fees according to the schedule established by the Business Office. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay according to some other mutually agreed upon schedule, may be dismissed from the college.

TRANSCRIPTS

The Registrar will release transcripts only upon the written request of the student. A \$3 fee applies; \$9 for faxed transcripts. The Registrar will not issue official transcripts of a student who has an outstanding financial obligation to the college.

DEGREE CANDIDACY

Diplomas are dated at the time of degree completion (May, July or December). Commencement exercises are held in May and July for students who have completed degree requirements.

One semester before expected graduation, each student must submit an application for graduation to the Registrar. The chairperson of the relevant major department must approve the application, indicating that the student will complete all degree requirements at the end of the next semester. A student who fails to complete all degree requirements by the scheduled graduation date must reapply for graduation.

To receive a diploma or participate in commencement, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Business Office, and must have no judicial action pending. Diplomas will not be awarded to any students against whom there are unresolved judicial charges.

When a degree program is discontinued by Guilford College, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the degree can be met. However, once the degree program has been terminated, the college is not obligated to continue offering courses necessary to complete that degree.

Students are expected to complete graduation requirements within 10 years of the date of entrance. If transfer, current or returning students have earned credits more than 10 years old and wish to apply them towards graduation, they must validate these credits by completing at least 16 credits of current work. They should take this work within the four semesters preceding graduation and must be enrolled at the college during the last semester of study.

SECOND DEGREES

Any former graduate who desires a second bachelor's degree of present date from Guilford College must normally spend at least two semesters in additional study, completing satisfactorily (with at least a C average) a minimum of 32 credits of work beyond completion of the first bachelor's degree, at least 16 of these at Guilford, including all prescribed major requirements. Candidates for a second degree are expected to be enrolled at the college during their last

semester of study.

If a student is awarded a second undergraduate degree, notation of the new degree and the date it was awarded will be added to the permanent record.

A student receiving a bachelor's degree from another accredited institution may receive a second bachelor's degree from Guilford by fulfilling the conditions outlined above. Please note that Guilford's general college requirements must be satisfied either by courses taken at Guilford or by suitable substitute from the prior institution. Such students must register through the Center for Continuing Education and have their records reviewed by an academic adviser at entry.

XIII. STUDENT LIFE

Student life at Guilford College is influenced by the college's Quaker heritage and by the Quaker view of humankind in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their roles in the community.

Specific guidelines for campus life are printed in the Student Handbook available from the Student Life Office. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

STUDENT GOVERNMENT

Student government for the residential campus at Guilford College is organized around a Community Senate composed of members from each of the six residence halls, representatives from the day student organization, members of the administration appointed by the President, and two faculty members selected by the faculty. Executive officers of the Senate are chosen each spring in campus-wide elections.

The Community Senate, within the policies and regulations established by the Board of Trustees, derives authority from the President of the college to govern the student body and to coordinate and direct the several subsidiary organizations of student government. The president of the Community Senate, with the consent of its members, appoints student representa-

tives to Board of Trustees committees and to faculty committees.

Residence hall government is based upon a unit-of-living concept, in which the residents of each individual hall are empowered to write their own constitutions, subject to review by the Residential Life Office and Administrative Council. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living arrangements.

For information about Continuing Education Student Government, see Section VIII.

RESIDENTIAL LIFE

Residential life is a vital part of the educational mission of Guilford College. Residential life provides many points of interaction with others for friendship, for the formulation of values, and for exercising communal and personal responsibility.

Because Guilford College is primarily a residential campus which values the community of students in a residential setting, unmarried students are normally required to live on campus and eat in the dining hall. Local students may commute from their homes but must specify when they apply that they intend to live at home with their parents and commute. There are no opportunities for married students to live on campus.

During fall and spring breaks, Thanksgiving and winter vacations, residence halls, with the exception of the student apartments, are closed and must be vacated. No meals are served at these times.

Upon notification of admission to the college, new students should reserve rooms by signing contract forms in the New Student Enrollment Handbook. Reservations become effective with the signing of the contract and payment of the admission deposit.

For additional information on residence halls, please refer to the Student Handbook.

RESIDENCE HALLS

- **Binford Hall**, a coed residence hall completed in 1962, contains rooms for 155 students, with lounges on each floor. Binford features two smoke-free wings and a substance-free area.

- **Bryan Hall**, completed in 1968, is designed to house 217 students in suites of eight. It consists of four buildings around a central courtyard and houses both men and women by suite. The hall, which is mostly carpeted, is predominantly an upper-class residence. The central courtyard houses many social activities throughout the year, including quad dances.

- **English Hall** was built in 1957 and accommodates 51 men. Its amenities include carpeting. English is characteristically a "quiet" hall.

- **Mary Hobbs Hall**, built in 1907 and completely renovated in 1977, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. The hall contains rooms for 55 women and three lounges. Residents share cooperatively in much of the work. A student coordinator handles allocation of responsibilities, and each student works approximately 20 minutes a day on a rotating basis keeping common rooms clean.

- **Milner Hall**, completed in 1962, contains 245 spaces for men and women. Renovations of this facility in 1990 included complete renovation of all rooms, bathrooms, and hallways.

- **Shore Hall**, built in 1954, has rooms for 61 women and a spacious main lounge. Shore has extended "quiet" hours on one of its floors.

All traditional residence halls feature air conditioning and at least one kitchenette for use by residents.

Special Interest Housing. Guilford College offers the opportunity for groups of students to live together in special interest housing. These small houses of three to 13 students are organized around common social or academic interests, such as the study of languages, science, or cultural themes. Groups of students may apply each spring for special interest housing for the following academic year.

Student Apartments. There are 24 student apartments, completed in 1991, housing 96 students in air-conditioned single rooms available for upper-class students. These apartments, shared by four students, are carpeted with furnished bedrooms, fully equipped kitchen, and unfurnished dining room and living room. They are located in a wooded area north of Milner Hall.

STUDENT SERVICES

Orientation

The orientation of new students and their parents begins just prior to the opening of school with a program called CHAOS: Community, Health, Advisement, Orientation, and Services, giving students and parents an opportunity to meet faculty, administration, and staff. During CHAOS, new students work with trained student leaders in groups of 18 to get acquainted with campus resources, meet with their academic advisers, participate in social events, and become acquainted with campus life so that they may begin college as smoothly as possible.

Avanti Pre-College Program

The Avanti program consists of optional three-day intensive community-building experiences designed to challenge students, help them think about themselves as learners, and break down barriers by interacting in an experiential setting with several faculty members and upper-class students. Options include outdoor adventure experiences, service projects, and history and culture tours.

Student Health Service

Prior to the opening of school, each new student is required by North Carolina law to submit certification of immunization to the Student Health Service. The required physical and immunization record must be completed by a physician, physician assistant, or nurse practitioner. Students who fail to comply with this state law must be suspended.

The Student Health Service is located in Founders Hall. The service keeps daily hours during the week, and a physician holds clinic visits on a scheduled basis. Emergency care is available after clinic hours at local walk-in clinics and hospital-based emergency rooms. The medical service included in the tuition charge for full-time main campus students covers routine illnesses and the cost of sick calls in the Student Health Service. An additional charge is made, however, for X-rays, lab work or off-campus referral.

An optional student health insurance plan is also available. See Section X.

Counseling Center

The Counseling Center is based on the premise that every person has the potential for continuous

personal, intellectual, and social growth. Seldom is that growth more accelerated or more vulnerable than during the college years. The Counseling Center is available to provide support to the student throughout this all-important period.

Located in the basement of Founders Hall, the Counseling Center is staffed by certified clinical social workers trained in personal and group counseling and crisis assistance.

The service offers a confidential setting for students to plan life goals, resolve academic or personal difficulties, and learn about new dimensions of themselves through workshops, or individual and group psychotherapy. It also provides a referral service to sources of assistance in the Greensboro area.

Counseling services available for Continuing Education students are described in Section VIII.

Career Development Center

The Career Development Center assists current students and alumni in identifying career interests and skills, in relating college experience to the world of work, and in planning for full-time jobs after graduation.

The Career Development library houses rich resources for students planning a major, seeking internships, or pursuing an advanced degree. Students may also use reference materials on national and international companies to prepare for on- and off-campus interviews and job fairs.

The Career Development Center offers the latest in computerized career guidance software, including SIGI-plus, a career decision-making system, College Explorer V, and other career awareness programs.

The PACE Network (Parent/Alumni Career Edge) allows students access to the expertise of more than 1,200 Guilford alumni and parents willing to assist current students in planning their careers.

Through personal advising, assessment, special workshops and presentations, and a one-credit career planning course, the Career Development Center prepares students to set and achieve their career and life goals.

Student Employment Service

The Student Employment Service (SES), a part of the Career Development Center, assists students seeking part-time and summer employment. Students registered with SES have access to the on-line OP-

TIIONS conference, which lists part-time opportunities in the greater Greensboro area as well as nation-wide summer positions. SES facilitates the matching of students who have been awarded work-study as part of their financial aid package with campus employers.

Services for Students of Diverse Ethnicity

Through several staff and faculty members, services are available to students of diverse ethnic heritage.

In an effort to accentuate the efforts of the college, the office of African American Affairs coordinates services, advocates, and programs events which address the complex needs related to the issues and concerns of minority students (with a special emphasis on those who are African American). The Director of African American Affairs provides administrative leadership in the development, coordination, and delivery of a comprehensive range of social, cultural, and educational programs and activities.

Guilford College has an institutional program for the recruitment, retention, and support of Native American students. The Native American Program is headed by an administrator of the college who is also a member of the teaching faculty. The director is assisted by an adviser who is Native American. In addition to providing support in all areas of campus life, the program also plans social activities and promotes cultural events which increase visibility and knowledge of native cultures.

International Student Services

Services are available to international students through the International Student Office and the International Student Adviser who advises them on institutional rules, government regulations, academic resources, and opportunities offered by both the college and the larger Greensboro community. Various programs and resources are available to international students through the International Student Office to aid them in their transition to Guilford College and the Greensboro community.

Guilford College is a member of the Association of International Educators-NAFSA-AIE and is authorized under federal law to enroll non-immigrant alien students. A pre-orientation program for international students is held prior to the general orientation program as well as a special re-entry program for students returning home after their studies at Guilford.

CULTURAL OPPORTUNITIES

Union

Union Programming Board is a student organization that sponsors campus social, recreational, and cultural programs. Union committees plan recreation, films, concerts, dances, and coffeehouses. Union's purpose is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity in the spring are major weekends that Union helps to coordinate.

Arts Programs, Lectures, Film Series

Each year Guilford College provides selected programs in music, the performing arts, and public affairs for students, faculty, and staff. The college also continues established lecture series, such as the annual Rembert W. Patrick and Algie I. and Eva M. Newlin history lectures, the Sheridan Simon lecture, the Grimsley T. Hobbs philosophy lectures, and special lectures sponsored by various departments. The Guilford College Film Series presents approximately 25 motion pictures during the year.

ArtsETC

Guilford College presents a blend of performances which highlight the arts in an unusual way. Over the years, celebrating the arts at Guilford has evolved into active participation of the community with the performers. In furthering this tradition, the college combines the world of performance with the curriculum in the series ArtsETC. Students, faculty, and staff discuss the various aspects of the artistic world through "Informances," special workshops, lectures,

and meetings with the artist-in-residence. These programs often precede scheduled performances.

Founders Hall

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for many student service departments and student organizations. Its facilities include the college cafeteria, meeting rooms, lounges, an art gallery, a recreation room, the mailroom, a grill room, the college bookstore, and a student-operated radio station.

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 250 people as well as space for dances and other events. Housed in the basement is the Theatre Studies Department, including faculty offices, box office, costume shop, dressing rooms, and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for a wide variety of performing arts presentations.

CAMPUS ORGANIZATIONS

The Performing Arts

The **Revelers**, Guilford's extracurricular arts group, supports theatre and other art forms produced entirely by students. Activities include theatrical productions of all kinds, art festivals, trips to arts events, and seminars with visiting artists. Projects are chosen on the basis of proposals made to the organization's officers. Membership is open to all Guilford students.

The **Guilford College Choir** performs numerous concerts each season both on and off campus in addition to major concerts at Christmas and during the spring. The choir makes an annual tour, bringing the members into contact with varied audiences and communities. Membership in the choir is open to all students by audition. Choir scholarships are available to students meeting specific criteria.

Students interested in broadcasting maintain and operate radio station **WQFS-FM (90.9)**, licensed to Guilford College by the Federal Communications Commission. Annually recognized as one of the country's best student-run college radio stations, the programming of WQFS-FM includes music, news, lectures, and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

The **African American Cultural Society (AACS)** was organized by the Guilford African American student community. Its purpose is to foster unity among African American students while encouraging full participation in the academic, social, and policy-making processes of the college community. AACS, open to all members of the Guilford College community, sponsors projects and cultural activities that foster a greater awareness of the African American experience in the United States and abroad.

The International Relations Club (IRC) provides an opportunity for students of various nationalities to interact and exchange ideas with each other. Speakers, outings, and special programs such as the International Fair and International Dinner offer a broader understanding of other cultures and world issues. In addition, the club attempts to aid international students in their adjustment to the United States and Guilford College. IRC is open to all students.

Other Special Interest Groups. There are approximately 60 other special interest groups on campus including Amnesty International, The Guilford Gay, Lesbian, Bisexual and Transgender Allies, Hillel, InterVarsity Christian Fellowship, The Native American Club, Quaker Concerns, and the Websterian Pre-Law Society. Information about these and other student groups is available from the Student Activities Office and Events Planning Office in Founders Hall.

Departmental Clubs

Majors and other interested students in various departments such as biology, education studies, foreign languages, geology, history, philosophy, physics, psychology, sociology/anthropology, and sport studies have organized clubs for discussion of issues relevant to learning in their fields. Beta Beta Beta Biological Society endeavors to cultivate an interest in the life sciences and recognizes academic achievements in biology.

STUDENT PUBLICATIONS

The Guilfordian, a newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns, and letters to the editor. Each issue covers campus news events and provides publicity for various activities and cultural programs. The student staff, working with a faculty adviser, gains practical journalism experience in writing, editing, layout, and publishing.

The Quaker, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, *The Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

The Lighthouse, published by a student staff, features

original poetry, prose, and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialogue in the arts.

OTHER PUBLICATIONS

The Journal of Undergraduate Mathematics is published by the Mathematics Department of Guilford College. The *Journal*, established in 1969, is an internationally distributed periodical devoted to undergraduate mathematics. It is published twice each year and contains papers contributed by undergraduate mathematics students throughout the United States as well as from other countries. The managing editors are J.R. Boyd, emeritus professor of mathematics, and G. Rudolph Gordh, Jr., professor of mathematics.

The Journal of Undergraduate Research in Physics, a publication of the American Institute of Physics, disseminates distinguished undergraduate student physics and physics-related research throughout the world. It is produced by the Physics Department at Guilford College, with Rexford E. Adelberger, professor of physics, as national editor.

The Southern Friend: Journal of the North Carolina Friends Historical Society is a semiannual periodical sponsored by the only Friends historical society in the Southeast. Edited by Carole Treadway, librarian of the Friends Historical Collection, the publication carries scholarly articles on various aspects of the history of the Religious Society of Friends.

RELIGIOUS LIFE

Guilford College at first might appear to be a secular institution. No chapel dominates the campus; no religious symbols adorn the buildings and rooms; no religious services or courses are required. Upon closer scrutiny, however, one quickly learns that even the absence of overtly religious symbols is part of the college's Quaker heritage. Friends seek to encourage an inward experience of religion within a community of respect for spiritual receptivity.

The Religious Society of Friends (Quakers) originated in a radical 17th-century Christian movement that sought to turn from an experience of God based on external authority to an inward experience of the Divine with the power to transform lives and society.

STUDENT LIFE

Guilford remains committed to the importance of inward spiritual development. The college sustains Quaker principles of community service, respect for individual integrity, global understanding, moral decision-making, and the fostering of equality, peace, simplicity, and justice. Governance of the college is by the Friends' tradition of seeking a "sense of the meeting."

Consistent with Quaker faith and practice, Guilford seeks to enable students to harmonize their lives with their own religious tradition or to explore other forms of spirituality. Guilford dedicates itself to recognizing the universality of divine guidance and to fostering an awareness of the many ways in which spirituality is developed. The campus welcomes communities of many faiths.

The Campus Ministry Office, located in the Hut, in cooperation with a student organization, the Guilford Council of Religious Organizations (GCRO), facilitates campus religious life through regular worship opportunities, small group discussions, forums, speakers, service projects, and an annual Religious Emphasis Week. Max Carter, director of Friends Center and campus ministry, and Deborah Shaw, associate in Friends Center and campus ministry, are available to all in the college community for conversation and counsel.

Active student organizations include the Guilford Catholic Community, Unitarian-Universalist Students, Hillel, InterVarsity Christian Fellowship, Fellowship of Christian Athletes, Quaker Concerns, Episcopal Fellowship, and New Generation Ministries. Quaker worship occurs daily and Catholic mass, Episcopal Eucharist, and College Meeting for Worship are held weekly on campus. Many students become active in the more than 400 churches, meetings, temples, mosques, synagogues, and other congregations in the Greensboro area. New Garden Friends Meeting, First Friends Meeting, and Friendship Friends Meeting, located near the college, welcome students of all faiths.

COMMUNITY INVOLVEMENT

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom.

Students are involved in such programs as tutorial services, volunteer work, and internships with

government, religious, and other community organizations. Project Community, a student-run community service office, helps connect students with non-profit and community organizations. In some cases students may receive academic credit for these activities.

Some students gain practical experience by working with local political parties and political action groups. Other campus organizations, such as the African American Cultural Society and Forevergreen, an environmental organization, also pursue their special interests in the community at large.

ATHLETICS AND RECREATION

Guilford College considers physical activity, growth, and the well-being of the individual student to be important components of the educational mission. The college values participation, sportsmanship, quality competition, skill advancement, achievement, and striving for excellence. The coaches take personal interest in every player on their teams and strive to create positive experiences for all team members.

Student-athletes are amateurs and receive financial aid based only on need and academic excellence. Guilford College and the Athletics Department share the philosophy of the NCAA Division III.

NCAA Division III Statement of Principles

Member institutions seek to strengthen the integration of objectives and programs in athletics with academic and developmental objectives and to assure the integration of athletes with other students. Emphasis is placed on the participants rather than spectators, and on the internal constituency rather than on the general public and entertainment needs. The athletics program:

- encourages participation by maximizing the number and variety of athletics opportunities in varsity, club and intramural sports
- ensures that student-athletes have no unique privileges, yet are not denied opportunities available to non-student-athletes
- is controlled, financed and staffed in the same manner as other departments of the college
- gives equal emphasis to men's and women's sports
- provides adequate facilities, competent coaching

and appropriate competitive opportunities with teams from similar institutions.

(1994 NCAA Manual)

Guilford sponsors 12 intercollegiate teams. Men may participate in baseball, basketball, football, golf, lacrosse, soccer, and tennis. Women may participate in basketball, lacrosse, soccer, tennis, and volleyball.

The following teams have participated in national tournaments: baseball; men's basketball; golf; volleyball; and men's and women's tennis. The men's basketball team and women's tennis team were national champions in 1973 and 1981, respectively. The golf team won the national championship in 1989, finishing second in each of the three previous years.

Guilford College is a member of the Old Dominion Athletic Conference. Since joining the ODAC in 1991, the Quakers have won nine conference championships.

The Intramural Association offers competitive activities to male, female, and coed teams. Students, faculty, and staff participate in tennis, soccer, flag football, volleyball, racquetball, basketball, kickball, slam-dunk, three-point-shot contest, coed volleyball, softball, free-throw shooting, and swimming. Student leadership has been a key to the success of the intramural program. All interested students participate as representatives, game officials, players, or supervisors.

Students also direct the activity of club sports. Men's and women's rugby clubs, and volleyball clubs are currently active.

PARENTS ASSOCIATION

All parents are members of the Guilford College Parents Association, which was formed in 1984. The association initiates programs related to Guilford families and assists in fund-raising and student recruitment. The association provides a direct channel of communication among parents, college faculty, and staff via the *Guilford Magazine*. The Parents' Executive Council assumes the leadership role of the Parents Association. Parents, grandparents, and other family members are invited to visit their students for the fall Family Weekend, which includes seminars, cultural and sporting events, and the association's annual meeting.

MOTOR VEHICLES

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in designated parking areas. Students who operate motor vehicles are required to pay a motor vehicle registration fee and comply with North Carolina state motor vehicle insurance requirements. Temporary and visitors' parking permits may be obtained free of charge at the Department of Security for vehicles operated by guests and visitors to the campus. All persons are expected to exercise care and consideration for the safety of themselves and others and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the Student Handbook.

XIV. AWARDS

Campus leadership at Guilford is recognized in various ways and is a factor in the awarding of scholarships and other honors.

ACADEMIC SCHOLARSHIPS

Charles A. Dana Scholarships

Dana Scholarships are awarded to rising junior and senior students on the basis of character, scholarship, and leadership. The amount of each award is based on need and may provide up to half tuition. To apply for a Dana Scholarship, a student must have completed two full academic years or its equivalent at Guilford College, have a cumulative 3.25 grade-point average, and be recommended by students, faculty, administrative staff, or employers. Selection is made by a faculty committee which takes into consideration a student's academic excellence, leadership, and contribution to campus or community life. Dana Scholars who continue to meet these criteria may reapply for the award.

George I. Alden Excellence Scholarship

This scholarship was established by the George I. Alden Trust of Worcester, MA. It provides an annual award of \$2,500 to a rising junior who has been enrolled at Guilford College for at least one year. Selec-

AWARDS

tion is based on outstanding character, intellect, and scholarship.

Lawrence T. Hoyle Pre-law Scholarship

This scholarship was established by the S. LaRose Corporation to honor Lawrence T. Hoyle, an attorney in its employ. The scholarship carries a value of \$500 and is awarded to a rising senior who is planning to attend law school. Candidates are expected to have a minimum grade-point average of 3.25, to demonstrate proficiency in written and spoken English, and to be of high character. Selection is by the Student Aid and Awards Committee.

See Section XI for scholarships available to incoming first-year students.

SCHOLASTIC HONORS

Dean's List

The Dean's List, published at the end of each semester, consists of the names of students who carried at least eight credits of academic work in the previous semester and earned a 3.50 grade point average.

Student College Marshals

At the regular faculty meeting in February, the faculty elects 12 members of the sophomore class to serve as college marshals. All members of the class with a 3.00 grade-point average are eligible. The marshals serve at commencement and public functions for the following two years. The student receiving the highest number of votes is designated chief marshal.

Guilford College Scholarship Society

The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, to encourage and recognize high academic achievement. Students with cumulative grade-point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford College.

Other College Academic Awards

These include the **Eugene S. Hire Award**, which is given to an outstanding upperclassman who exhibits a willingness to help others in their learning efforts, the **E. Garness Purdom Scholarship Award**, and the **Clyde A. Milner Academic Excellence Award**.

Who's Who in American Universities and Colleges

Based on nominations, seniors excelling at leadership and scholarship are named to this national list of high-achieving students.

Graduating Honors

Honors are awarded graduating seniors who have attained a grade-point average of 3.50. High Honors are awarded seniors who have attained an average of 3.70.

EXTRACURRICULAR AWARDS

Board of Visitors Senior Excellence Award

Recognizes an outstanding senior based on campus-wide nominations.

Eric Reid Leadership Award

Acknowledges the contribution of a student leader who significantly enhances campus life.

Ezra F. Weis Memorial Award for Leadership in Choir

Presented annually to a graduating senior choir member for exemplary commitment and leadership.

Charles C. Hendricks Scholarship

Presented to a rising senior who has exhibited noteworthy character and achievement while at Guilford.

Dick Dyer Memorial Awards

Given for outstanding, behind-the-scenes contributions to the Guilford community.

Nereus C. English Athletic Leadership Awards

Made to superior athletes who have shown leadership in athletics and other aspects of campus life.

Judith Weller Harvey Award in Campus Ministry

Given to a graduating senior who has been involved significantly in campus religious life and has promoted interreligious respect and understanding.

Algie I. & Eva M. Newlin Social Concerns Award

Given to a graduating senior who has contrib

uted significantly in areas of peace, justice, and social concerns.

David Caldwell Log College Award

A \$2,000 cash prize awarded to a rising senior whose work has focused on the field of religion and history. Administered by the Community Foundation of Greater Greensboro.

OTHER CAMPUS AWARDS

Dean's Award for First-Year Writing. Presented to recognize superior writing by a first-year student.

Dean's Awards for Narrative/Reflective Writing. Presented to recognize superior narrative or reflective writing by a student beyond the first year.

Dean's Award for Scholarly/Critical Writing. Presented to recognize superior scholarly or critical writing outside of the sciences by a student beyond the first year.

Dean's Awards for Writing in the Sciences. Presented to recognize superior writing in the natural and physical sciences by students beyond the first year.

Glaxo Wellcome Women in Science Scholarship. Presented to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide all science students and majors with a woman science mentor at Glaxo Wellcome Inc.

Outstanding Tutor Award. Presented by the Academic Skills Center to recognize tutors who have contributed in the most positive, responsible, and creative way.

Zvi Cohen Memorial Environmental Award. Presented to a student who has shown a deep concern for the environment and a strong commitment to environmental action.

Accounting: Outstanding Student Award. Presented by the department to recognize superior performance by senior accounting students.

Art: James S. Laing Art Award. Presented by the

department to sophomores and juniors continuing their studies at Guilford who have shown excellent capabilities in the field of art.

Biology: Eva Galbreath Campbell Scholarship. Awarded to biology majors on the basis of scholarship and aptitude for a career in biology.

Biology: Nancy Pringle Jones Scholarship. To assist a student who has demonstrated excellence in biology and a special aptitude for the study of medicine.

Biology: Outstanding Senior in Biology. Presented by the department to recognize superior performance by a senior biology major.

Chemistry: American Institute of Chemists Senior Award. Presented by the department to honor an outstanding senior chemistry major and for superior ability in academic achievement.

Chemistry: Chemical Rubber Company (CRC) Freshman Chemistry Award. Presented by the department for outstanding work in chemistry by a first-year student.

Chemistry: Harvey Ljung Scholarship. Presented to chemistry majors for scholarship and service to the department and college in memory of Harvey Ljung.

English: Leona Sherrill O'Callaghan Award. Presented to a rising senior who is an outstanding English major.

French: Outstanding Senior in French. Presented to a senior in recognition of excellence in French language, literature, and culture.

Geology: Gem and Mineral Club Scholarship. Donated each year by their membership to recognize scholarship and promise of professional achievement in the earth sciences. Awarded to a rising junior and rising senior each year. A third award is given to support an outstanding geology student in summer field study.

German: Outstanding Advanced German Award. Presented by the department for academic achieve-

AWARDS

ment in the study of the German language, culture, and literature, and for significant contribution to the German program.

German: Outstanding Student of Intermediate German Award. Presented by the department for excellence in all levels of language proficiency at the intermediate level.

History: Newlin Senior History Award. Presented to outstanding history majors, actively engaged in campus life, who have demonstrated scholastic excellence, conscientious performance, and potential contribution to the field of history.

History: Algie Newlin Scholarship. Presented to a rising senior who demonstrates high academic achievement in history and potential for future contribution in the field of history.

History: Thomas Thompson Scholarship. Established in the early 1970s as a memorial to a history student who died before graduating, and presented to students who demonstrate high academic achievement and who evince promise for scholarly excellence in history.

History: Freshman Book Award. Given to a first-year student who demonstrates outstanding potential in the field of history.

Justice and Policy Studies: Outstanding Senior in JPS. Presented by the department to a graduating JPS senior with the highest academic achievement.

Justice and Policy Studies: Outstanding Achievement for Continuing Education Student in JPS. Presented by the department to recognize superior academic achievement among Center for Continuing Education students.

Justice and Policy Studies: Community Service Award. Presented by the department in recognition of dedication and service to the community.

Mathematics: The Pancoast Mathematics Award. Given in memory of former mathematics professor J. Wilmer Pancoast to students who show exceptional promise in mathematics.

Music: The Mary Ellen Cathey Award. Given to a music student with outstanding academic standing and demonstrated financial need.

Music: The Maxine Kirch Ljung Award. Presented to an outstanding music major.

Philosophy: C. Thomas Powell Award. Presented by the department to recognize excellence in the field of philosophy.

Physical Education: Outstanding Physical Education Major. Presented by the department to recognize academic achievement, contribution to campus life, contribution to the Sports Studies Department, and professional promise in sports management.

Psychology: Outstanding Senior in Psychology. Presented to a senior psychology major in recognition of outstanding academic achievement in the field.

Sociology/Anthropology: Andrew W. Gottschall, Jr. Senior Excellence Award. Presented by the department for academic achievement in sociology/anthropology and significant service to the department. Awarded in memory of Andrew Gottschall, who was a much-loved member of the department from 1965 until his death in 1979.

Sports Management: Outstanding Sports Management Major. Awarded to recognize academic achievement, contribution to campus life, contribution to the Sports Studies Department, and professional promise in sports management.

Sports Medicine: Outstanding Sports Medicine Major. Awarded to recognize academic achievement, contribution to campus life, contribution to the Sports Studies Department, and professional promise in sports medicine.

Spanish: Miguel De Cervantes Award. Presented to seniors who have persistently undertaken to attain a high level of achievement in their studies of Spanish and in their development as young scholars.

XV. PERSONNEL

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BOARD OF VISITORS

The Board of Visitors of Guilford College is a group interested in and informed about the programs at Guilford College. Members serve as informal advisers, as goodwill ambassadors, and as sponsors of special educational programs which bring together community, business, and educational leaders.

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Jean E. Davis, Greensboro, NC
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 Kathryn Hemphill Siler, Greensboro, NC
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 Mamie Snider, Greensboro, NC
 M. Janette Soles, Raleigh, NC
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 Marlene McCauley, Associate Dean

Academic Skills Center (316-2200)

Sue W. Keith, Director

Administrative Networks and Systems

Charles F. White, Director
 Joan Griffith, Assistant Director

Admission (316-2100)

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 Susan Bagley, Associate Director
 J. Robert Spatig, Associate Director
 Sandra Pearman, Office and Data Systems Manager
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African American Programs (316-2452)

Santes Beatty, Director of African American Affairs

Athletics (316-2190)

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 David K. Walters, Sports Information Director, Assistant Athletic Director
 Mary G. Broos, Athletic Trainer
 Gene O. Baker, Jr., Head Baseball Coach
 Barbara Bausch, Head Women's Basketball Coach
 W. Kenneth Glardon, Head Women's Soccer/Lacrosse Coach
 John E. Jensen, Head Men's Basketball/Golf Coach
 Charles R. McCracken, Head Volleyball Coach, Women's Tennis Coach, Director of Intramurals
 Thomas S. MacDermut, Head Men's Tennis Coach
 Robert Andrew Mercer, Men's Lacrosse Head Coach, Assistant Football Coach
 Terrence L. Driscoll, Assistant Football Coach
 John Falvey, Assistant Football Coach
 Calvin Hunter, Assistant Football Coach
 Christopher A. Rose, Assistant Athletic Trainer

Auxiliary Services (316-2861)

TBA, Director

Business Office (316-2176)

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Career Development (316-2187)

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 Irene Harrington, Assistant Director of Career Development
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Chief Financial Officer (316-2131)

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Computer Services Office (316-2139)

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Technology and Services

Jeffrey Sellick, Associate Director, Centralized
Networks and Systems

Teresa L. Sanford, Assistant Director, Customer
Service

Correspondence Center (316-2268)

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Facilities (316-2903)

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Faculty Development (316-2180)

Carol Stoneburner, Director of Faculty Development,
Coordinator of Women's Studies

Financial Aid (316-2142)

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Assistance and Planning

Dianne H. Harrison, Assistant Director

Friends Center/Campus Ministry (316-2326)

Max L. Carter, Director of Friends Center and
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Deborah Shaw, Assistant to Director of Friends Center

Honors Program (316-2209)

Robert B. Williams, Director

Housekeeping Operations (316-2905)

Cecil McDowell, Director

Human Resources (316-2138)

Robyn E. Parsons, Director

Institutional Advancement (316-2166)

Charles W. Patterson, III, Vice President for
Institutional Advancement

TBA, Director of Alumni Relations

TBA, Individual Gifts Officer (Major Gifts)

TBA, Director of Planned Giving

TBA, Director of Communication and Marketing

Leslie Daisy, Individual Gifts Office (Loyalty Fund)

Leslie J. Carter, Individual Gifts Officer (Stewardship)

June Chambliss, Director of Development
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Rahab Crawford, Prospect Researcher

Institutional Research Office (316-2238)

Cyril H. Harvey, Director

INTERLINK (316-2305)

David H. Parsons, Director,

Internships (316-2447)

Judith A. Harvey, Director of Internships and Service
Learning

Library (316-2450)

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Historical Collection (316-2439)

Theresa N. Hammond, Director and Curator of the
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Karen A. Behm, Head of Circulation Services

Malone B. Stinson, Catalog/Reference Information
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Study Abroad Programs (316-2125)

TBA, Director

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Physical Plant (316-2901)

Thomas C. Yang, Director of Facilities
Mark G. Miller, Physical Plant Supervisor
David H. Petree, Landscaping and Grounds Manager

President's Office (316-2146)

Donald W. McNemar, President

Registrar's Office (316-2132)

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Norma R. Middleton, Office Manager

Residential Life (316-2186)

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George L. Segebade, Associate Director

SERVICES

Security and Safety (316-2907)

Sylvia Chillcott, Director of Security

Student Life (316-2101)

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Ernest A. McCoy, Director of Counseling Services
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Elgina R. Manuel, Director of Residential Life
Dawn A. Watkins, Director of Student Activities and
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Services (316-2128)

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EDWIN G. CAUDILL, B.S., Lit.M., Ph.D., Sulon Bibb Stedman Professor of Management, 1968-1992

ANN E. DEAGON, B.A., M.A., Ph.D., H. Curt and Patricia S. Hege Professor of Humanities, 1956-1992

CARTER R. DELAFIELD, B.A., M.A., Associate Professor of English, 1966-1987

TREVA MATHIS DODD, B.A., Associate Library Director and Curator of the Quaker Collection with rank of Assistant Professor, 1950-1980

CARROLL S. FEAGINS, B.A., M.A., Ph.D., Professor of Philosophy, 1946-1982

MARY B. FEAGINS, A.B., M.A., Associate Professor of German, 1956-1982

WILLIAM E. FULCHER, B.S., M.A., Ph.D., Professor of Biology, 1962-1996.

HIRAM H. HILTY, B.A., B.D., Ph.D., Professor of Spanish, 1948-1978

LIGIA D. HUNT, B.S., M.A., Assistant Professor of Spanish, 1955-1984

CYRUS M. JOHNSON, B.S., M.A., Ph.D., Professor of Sociology, 1968-1988

BOB M. KEENY, B.S., M.B.A., Ph.D., C.P.A., Voehringer Professor of Accounting, 1977-1988

JACQUELINE LUDEL, B.A., Ph.D., Professor of Biology and Psychology, 1976-1997

ILMA MORELL MANDULEY, B.A., D.Sc., Assistant Professor of Mathematics, 1961-1992

E. MILDRED MARLETTE, A.B., M.A., Professor of English, 1948-1979

STUART T. MAYNARD, A.B., M.Ed., Associate Professor of Physical Education and Head Baseball Coach, 1951-1984

JAMES C. McMILLAN, B.A., M.F.A., Professor of Art, 1966-1988

J. FLOYD MOORE, A.B., B.D., Ph.D., Professor of Religious Studies, 1944-1984

JOSEPHINE L. MOORE, B.A., M.A., Ph.D., Professor of History, 1962-1978

FRANCES J. NORTON, A.B., M.A., Ph.D., Professor of Psychology, 1966-1980

JOHN M. PIPKIN, A.B., M.A., Assistant Professor of Religious Studies, 1963-1979

GWEN J. REDDECK, B.S., M.Ed., Associate Professor of Education Studies, 1959-1993

FLOYD A. REYNOLDS, B.S., M.Ed., Registrar and Assistant Professor of Mathematics, 1960-1992

EUGENE H. THOMPSON, JR., B.A., M.A., Assistant Professor of French, 1948-1979

KENNETH D. WALKER, A.B., M.Ed., Associate Professor of Mathematics, 1962-1984

PAUL E. ZOPF JR., B.S., M.S., Ph.D., Dana Professor of Sociology/Anthropology, 1959-1993

GUILFORD COLLEGE CALENDAR 1998-1999*

1998 FALL SEMESTER

Tuition, Room and Board Payment Due for Fall Semester	Sat. Aug. 1
<i>Continuing Education New Student Orientation 9:00 a.m. - 11:00</i>	<i>Sat. Aug. 15</i>
Avanti Arrival	Sun. Aug. 16
<i>Registration-Continuing Education Students 8:00 am-11:00, 4:00 p.m.-6:30</i>	<i>Wed. Aug. 19</i>
New and Transfer Students Arrive for Orientation	Thurs. Aug. 20
First Faculty Meeting/Picnic	Fri. Aug. 21
Residence Halls Open for Returning Students 9:00 a.m.	Sun. Aug. 23
Returning Students Arrive for Check-In	Mon. Aug. 24
Drop/Add - All Main Campus Students	Mon. Aug. 24
<i>Fast Track Fall I Intensive Classes Begin</i>	<i>Mon. Aug. 24</i>
Regular Classes Begin	Tues. Aug. 25
<i>Fast Track Fall I Last Day to Add</i>	<i>Wed. Aug. 26</i>
<i>Last Day to Add Regular/Intensive Classes</i>	<i>Wed. Sep. 2</i>
<i>Last Day to Drop a Regular/Intensive Class Without a Grade</i>	<i>Mon. Sep. 14</i>
<i>Fast Track Fall I Last Day to Withdraw with W Grade</i>	<i>Wed. Sep. 16</i>
<i>All Fast Track I Classes Meet 8:00 a.m. - noon</i>	<i>Sat. Sep. 19</i>
Family Week-End	Fri. Sep. 18 - Sun. Sep. 20
Chairpersons Must Submit Revised List of Classes for Spring Semester	Mon. Sep. 28
<i>Monday Intensive Classes Meet 8:00 a.m. - 12:00 noon</i>	<i>Sat. Oct. 3</i>
Homecoming	Fri. Oct. 9 - Sun. Oct. 11
<i>Fast Track Fall I Classes End</i>	<i>Mon. Oct. 12</i>
<i>Interim Grades Due for Regular/Intensive Classes</i>	<i>Tues. Oct. 13</i>
Last Day to Replace Spring 1998 Sem. & Summer School Provisional Grades	Tues. Oct. 13
<i>Fast Track Fall I Final Exams</i>	<i>Wed. Oct. 14</i>
Fall Break Begins - End of Day/Residence Halls Close at 6:00 p.m.	Fri. Oct. 16
Residence Halls Open at 9:00 a.m.	Sun. Oct. 25
Classes Resume	Mon. Oct. 26
<i>Fast Track Fall II Classes Begin</i>	<i>Mon. Oct. 26</i>
<i>Fast Track Fall II Last Day to Add</i>	<i>Wed. Oct. 28</i>
<i>Wednesday Intensive Classes Meet noon-6:00 p.m.</i>	<i>Sun. Nov. 1</i>
<i>Last Day to Drop or Withdraw from Regular/Intensive Classes with W Grades</i>	<i>Mon. Nov. 2</i>
<i>Continuing Education Express Registration For Spring 1999</i>	<i>Wed. Nov. 4 - Thurs. Nov. 5</i>
Registration for Spring Semester	Mon. Nov. 9 - Thurs. Nov. 12
<i>Fast Track Fall II Last Day to Withdraw with W Grade</i>	<i>Wed. Nov. 18</i>
<i>All Fast Track Fall II Classes Meet 8:00 a.m. - 2:00 p.m.</i>	<i>Sat. Nov. 21</i>
Day Classes Normally Scheduled for Wednesday or Friday will Meet	Wed. Nov. 25
Thanksgiving Holiday: Classes End 4:00 p.m./Residence Halls Close at 6:00 p.m.	Wed. Nov. 25
Residence Halls Open at 9:00 a.m.	Sun. Nov. 29
Classes Resume	Mon. Nov. 30
Reading Day for Regular Classes	Fri. Dec. 11
<i>Exams for Monday Intensive Classes</i>	<i>Mon. Dec. 14</i>
<i>Fast Track Fall II Classes End</i>	<i>Mon. Dec. 14</i>
Tuition, Room and Board Payment Due for Spring Semester	Tues. Dec. 15
<i>Fast Track Fall II Final Exams</i>	<i>Wed. Dec. 16</i>
<i>Exams for Wednesday Intensive Classes</i>	<i>Wed. Dec. 16</i>
Exams Begin/Exams End for Regular Classes	Mon. Dec. 14 - Fri. Dec. 18
Residence Halls Close 6:00 p.m.	Fri. Dec. 18

* Dates pertaining to Center for Continuing Education (CCE) Fast Track and Intensive courses are in boldface italics.

GUILFORD COLLEGE CALENDAR 1998-99*

1999 SPRING SEMESTER

Registration - Continuing Education Students 8:00 a.m.-11:00, 4:00 p.m.-6:30

Continuing Education New Student Orientation 9:00 a.m.-11:00

Residence Halls Open at 9:00 a.m./New Student Orientation

Drop/Add All Main Campus Students

Fast Track Spring I/Intensive Classes Begin

Regular Classes Begin

Fast Track Spring I Last Day to Add

Monday Intensive Classes Meet 8:00 a.m.-2:00 p.m.

Martin Luther King, Jr. Holiday (College Closed)

Last Day to Add Regular/Intensive Classes

Last Day to Drop a Regular/Intensive Class Without a Grade

Fast Track Spring I Last Day to Withdraw with W Grade

All Fast Track Spring I Classes Meet 8:00 a.m.-2:00 p.m.

Chairpersons Must Submit List of Classes for Next Year

Last Day to Replace Fall 1998 Provisional Grades

Fast Track Spring I Classes End

Interim Grades Due for Regular/Intensive Classes

Fast Track Spring I Final Exams

Spring Break Begins - End of Day/Residence Halls Close at 6:00 p.m.

Residence Halls Open at 9:00 a.m.

Classes Resume

Fast Track Spring II Classes Begin

Fast Track Spring II Last Day to Add

Wednesday Intensive Classes Meet 8:00 a.m.-noon

Last Day to Drop or Withdraw from Regular/Intensive Classes with W Grades

Continuing Education Express Registration For Fall 1999

Registration for Fall Semester 1999

Fast Track Spring II Last Day to Withdraw with W Grade

All Fast Track Spring II Classes Meet 8:00 a.m.-noon

Reading Days for Regular Classes

Exams Begin/Exams End for Regular Classes

Exams for Monday Intensive Classes

Fast Track Spring II Classes End

Fast Track Spring II Final Exams

Exams for Wednesday Intensive Classes

Commencement

Thurs. Jan. 7

Sat. Jan. 9

Sun. Jan. 10

Mon. Jan. 11

Mon. Jan. 11

Tues. Jan. 12

Wed. Jan. 13

Sat. Jan. 16

Mon. Jan. 18

Wed. Jan. 20

Mon. Feb. 1

Wed. Feb. 3

Sat. Feb. 6

Thurs. Feb. 11

Wed. Feb. 24

Mon. Mar. 1

Wed. Mar. 3

Wed. Mar. 3

Fri. Mar. 5

Sun. Mar. 14

Mon. Mar. 15

Mon. Mar. 15

Wed. Mar. 17

Sat. Mar. 20

Mon. Mar. 22

Wed. Mar. 31 - Thurs. Apr. 1

Tues. Apr. 6 - Thurs. Apr. 8

Wed. Apr. 7

Sat. Apr. 10

Wed. Apr. 28 - Thurs. Apr. 29

Fri. Apr. 30 - Tues. May 4

Mon. May 3

Mon. May 3

Wed. May 5

Wed. May 5

Sat. May 8

1999 SUMMER SCHOOL

First 5-Week Term Begins

8-Week Term Begins

First 5-Week Term Ends

Second 5-Week Term Begins

Independence Day Holiday (College Closed)

Second 5-Week Term/8-Week Term Ends

Final Examinations

Commencement

Mon. May 17

Tues. June 1

Fri. June 18

Mon. June 21

Fri. July 2

Thurs. July 22

Fri. July 23

Tues. July 27

*Dates pertaining to Center for Continuing Education (CCE) Fast Track and Intensive courses are in boldface italics.

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Guilford College Profile Continued

- Computing: Fully networked campus, providing high-speed access to printers and the Internet. Four computer labs and other discipline-specific clusters. Software: Microsoft Office, Lotus Notes, and other supported applications.
- Astronomy observatory, shared with two other institutions, 32" telescope.

JOURNALS AND SCHOLARSHIP

- Edited or published at Guilford College: *Journal of Undergraduate Mathematics*, *Journal of Undergraduate Research in Physics*, *The Southern Friend*.
- Representative student honors: three Danforth Fellows, a Truman scholar, six Fulbrights, a Mellon fellowship, and four Rotary International scholars.

ATHLETICS

- Seven men's varsity sports (baseball, basketball, football, golf, lacrosse, soccer, tennis).
- Five women's varsity sports (basketball, lacrosse, soccer, tennis, volleyball).
- Intramural program and club sports.

FINANCIAL INFORMATION FOR 1998-99

Tuition and fees	\$14,800
Room and board	\$5,400
Student activity fee	\$270
Technology fee	\$300
Total	\$20,770

STUDENT AID

- About 58% received need-based financial assistance averaging \$14,658 in 1997-8.
- Total of \$14,000,000 in need-based aid, merit awards, and other entitlements in 1997-8.

COLLEGE ENDOWMENT

- \$62,612,520 as of May 31, 1998

THE CAMPUS

- 300 acres, heavily wooded with predominantly Georgian architecture. Listed on the National Register of Historic Places by the U.S. Department of the Interior.
- Located in northwest Greensboro, third largest city in North Carolina (city approximately 240,000; metropolitan area: 1.1 million).



Guilford
College

5800 W. Friendly Avenue
Greensboro, NC 27410

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